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A Christmas Party at No. 14 School, Wilmington, Del., Showing the Adaptation of a Typical School Room for Recreational Work

REVOLUTIONARY RADICALISM

ITS HISTORY, PURPOSE AND TACTICS

WITH AN EXPOSITION AND DISCUSSION OF THE STEPS BEING TAKEN AND REQUIRED TO CURB IT

BEING THE

REPORT OF THE JOINT LEGISLATIVE COMMITTEE INVESTIGATING SEDITIOUS ACTIVITIES, FILED APRIL 24, 1920, IN THE SENATE OF THE STATE OF NEW YORK

PART II

CONSTRUCTIVE MOVEMENTS AND MEASURES IN AMERICA

VOLUME IV

ALBANY
J. B. LYON COMPANY, PRINTERS
1920

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> "In this country the officials of the Alliance work for the Americanization of immigrants by calling on the latter in their homes and urging them to attend the public evening schools."

A YEAR'S ACTIVITY OF THE ALLIANCE ISRAELITE UNIVERSELLE

SUMMARY OF ITS WORK IN THE ORIENT DURING 1912

Translated expressly for the "Jewish Exponent" by B. H. HARTOGENSIS

The year 1912 was for the Alliance a period of serious preoccupation by reason of the march of events, particularly hard on our suffering coreligionists in different countries in the East. First in Morocco, the situation of the Jews was disquieting. In the month of April, the Jewish quarter of Fez, which is made up of a population of 10,000 souls, segregated without any defense or protection, was prey to the Cherifian soldiers for a number of days. Their homes were pillaged and destroyed, and the occupants, the victims of murder and acts of violence. A work requiring enormous assistance and relief was imposed on the Alliance. This duty it was able to take care of, aided by the Israelites of the World. For several weeks it was first necessary to provide food for more than 7,000 souls, then it became necessary by advances of money to the heads of families to procure for them means of earning a livelihood, hereafter to reinstate the Jews in their old quarter, to negotiate with the French government to procure for them indemnity for the tremendous damages they had suffered, finally to profit (in a sense) from this disaster to demand that the Mellah, wherein the thousands of our co-religionists had been living surrounded by the most unfavorable hygienic conditions, be enlarged by the grant of a large plot of ground,

and to procure assurance for the future, so that the security of the Jewish population rest upon the favor of the protectorate established there by France; and to crown it all, to have established for them a legal status shielding them from injustice and arbitrary dealings. As the result of numerous interviews which the delegations sent by the Comite Central of the Alliance Israelite Universelle have had with the French government and with the French resident at Morocco, satisfaction has been had for all these different demands which are being pressed. In all the towns of Morocco there will be established in turn Jewish political communities, just like that at Fez, each having its own financial budget independent of the general receipts of the town. This will make a very great change in the existence of these groups of Jews.

The Jews of the East had a terrible setback in the recent Turkish wars. During the year 1912 these events called for the good offices of the Alliance; the flight of the distracted Jews of Tripoli after the Italian-Turkish conflict; in summer, an earthquake had made ravages in several Turkish communities, and now for the last few months, the Jewish communities of Bulgaria and Servia, and throughout Turkey, have been plunged into dire distress. At Salonica, serious disorders followed immediately upon the Greeks taking possession of the city. Order has, however, been re-established little by little, But the stagnation of business, the never-ending arrival of refugees, Jews coming without resources from the hamlets, has imposed upon the Jewish community charges for which it has had to call upon philanthropic institutions for co-operation. There are in Salonica itself about 13,000 families who live in a very modest way, whose situation is now extremely precarious. The relief work imposed on them is enormous. It has been administered for several months and will have to be continued until peace shall have been established. To Constantinople have come for refuge more than 3,500 unfortunates, whom the community has sheltered for weeks and for whom thanks to the money grants of the Alliance and other societies they provide the means of existence. At Adrianople, which has been cut off from the rest of the world for months, and where there is locked up a Jewish population of more than 17,000 persons, the Alliance has been able to provide, and in the form of money (telegraphed by wireless) thanks to the generosity of the Turkish Minister of War. The agents of the society are

commissioned to provide for means of sustenance and clothes for the Adrianoplitan Jews as soon as the city shall be again opened up.

For this double work of assistance in Morocco and in the East the Alliance has had the gratification to be able to count upon the solidarity of all its collaborators and has already received about a million francs.

The Alliance has also continued its work of providing assistance for the Jews of Russia to these committees, notably in Germany and Holland, which come to the aid of the immigrants in transit; it also grants subsidies in Russia itself to a number of educational and philanthropic institutions there. It has also granted large subventions to the numerous Russo-Jewish students, who are continuing their studies in the University of Europe.

In Roumania, where the Jews continue to live outside of the law, the Alliance has participated to a large degree in maintaining such impoverished Jewish children as are allowed to attend its schools.

The educational work of the Alliance has been considerably extended during the last ten years. One may judge of the progress of this work by the following statistics: The first school of the Alliance was opened in 1862; in 1885, 23 years later, when the Alliance celebrated the 25th anniversary of its creation, they were 50 in number; in 1900, the number had been doubled to 100; in 1910, the society had 143 schools, and at the beginning of the year 1913, it had 170 schools. The number of pupils was 8,200 in 1885, 25,000 in 1900, 42,000 in 1910 and nearly 50,000 in 1913.

Then the total annual expense for pupils has increased from 620,000 francs in 1885 to nearly 2,000,000 francs in 1913, of which sum the local communities contribute half.

When one examines a little more closely the progress of this work, it is remarked how, little by little, the communities of Turkey, Morocco and Egypt (the Moslem countries) have in return made an appeal for co-operation to the Alliance, looking to the instruction of the Jewish youth. One is struck by the fact that the hesitation and indisposition which parents by reason of their religious or other scruples felt in entrusting their children to the Alliance has gradually fallen away and vanished. It is thus that at Aleppo, where the Alliance schools were in existence for the past 40 years, that they numbered in 1908 not more than

300 to 400 pupils, whilst the largest number of the Jewish youth vegetated in the sad and sombre Talmud-Torahs or received no instruction whatsoever. Today the attendance at these schools of the Alliance has increased to more than 1,300 pupils and if there were resources and local communities would lend themselves to it, this number could readily be increased to 2,000.

The same phenomenon is observed at Bagdad. In 1865 the school for boys was opened in this city, where there are 45,000 Israelites.

During nearly 40 years this school could only muster 200 pupils. Only in 1893 did the Jewish population accept a girls' school and then it could only count 100 pupils, so vigorous was the opposition of the parents. Today the girls' school has 800 pupils, and in place of a small school for boys, the Alliance has three (3) large schools at Bagdad, where 2,000 young folks receive instruction and preparation to hold their places in the struggle for life.

Other examples could be cited equally interesting. The scholastic population of the Jews of Adrianople was quadrupled after a fusion was had between the schools of the Alliance and the Talmud Torah. At Salonica more than 3,500 pupils receive instruction in the society's schools.

A long experience has enabled the administration of the Alliance to work out a program of studies which, while fully inspired with the most advanced methods of occidental pedagogy, takes account in their applications, of local prejudices and customs, of the moral, economic and political conditions of each place where the school is located. So it is that in Palestine that instruction in Hebrew has a larger place than elsewhere, that English is taught in the schools of Egypt, of near-Mesopotamia, English India, and Morocco, whilst German is taught in Turkey in Europe.

Account is taken even of instruction in the general branches, as history and geography; of the special exigencies of each locality and also of the prejudices of the parents. It is this accommodation to local mentality which has permitted the implanting of modern instruction in cities where a school was at first considered a means of destroying morality and religious spirit.

As is well known in all the schools of the Alliance the impoverished pupils daily receive a substantial meal, and once or twice each year a complete outfit of clothing.

Instruction in manual training, which is the complement of the work of instruction, continues to provide excellent results. Outside of the well-known occupational school at Jerusalem, where six workshops give a complete education to about 150 apprentice pupils, the Alliance teaches trades to boys in nearly all the places where it has schools. The Alliance has also introduced practical handicrafts in those localities where such manual labor was till then considered even a detriment, and it is not at all rare that former apprentices who have become successful and established on their own account consider it a duty to teach, in their turn, the crafts which they had learned at the Alliance schools.

As to the girls' schools, we have established shops where young girls of poor parents may try to learn a means of procuring a modest livelihood and become skilled in sewing and embroidery and kindred employments.

The agricultural schools of Mikveh Israel, near Jaffa, of Djedida, near Tunis, continues to increase the desire for agricultural work among the Jews. The graduates are much sought, and easily find places either in Palestine itself or in Tunis or in Egypt.

It is well to recall that at Paris there are located seminaries where the founders of the Alliance prepare its future professors and teachers. The pupils of these preparatory schools are recruited exclusively from the schools of the society in the Orient and in Africa. There are now 85 scholars at the school for boys and 80 at the girls' schools.

For all the work of the Alliance there is required an annual expense of 2,000,000 francs.

2. American Defense Society, Inc., 1133 Broadway, New York City.

(In Perpetuum Memoriam)

First honorary president, Theodore Roosevelt; honorary vice-presidents: Hon. David Jayne Hill, ex-Ambassador to Germany; William Guggenheim; Hon. Perry Belmont, vice-president, Navy League; Charles S. Fairchild, ex-Secretary of United States Treasury; Hon. Charles J. Bonaparte, ex-Attorney-General, United States; Henry B. Joy, ex-president, Lincoln Highway Association.

Executive Officers.— Charles Stewart Davison, chairman, Board of Trustees; Robert Appleton, treasurer; H. D. Craig, secretary.

Carpenter Audit Company, auditors; Frances Tilghman, director of publicity.

Letter from James D. Ellsworth, October 30, 1919:

"The Executive Committee of the American Defense Society has asked me to reply informally to your letter of October 28th.

"The American Defense Society has been committed since its inception, to the upholding and promoting of the American spirit and to the defense of America against attacks from without or within.

"During the war it held numerous public meetings to combat pro-Germanism and by publicity and organization of local branches throughout the country, emphasized the danger from the alien German influence. We could, of course, give you this story in more detail, but it is, I apprehend, out of date as far as your work is concerned.

"Upon the signing of the armistice, the Society began to direct its attention to the un-American spirit of radicalism, roughly termed Bolshevism, which seemed to purpose the overthrow of American institutions. We inaugurated an American Day on May 17th, which was celebrated by public meetings in New York and elsewhere. The purpose of these meetings was to arouse Americans to stand by their constitution and their established order of government and protect themselves against the onslaught of either alien or domestic agitators.

"I believe that it has been the sense of the Society that the aliens in this country could be Americanized only by a slow process of education, and that such education is the proper function of the government institutions, both federal, state or local, supplemented by the work of volunteer institutions and organizations that are addressing themselves to this task.

"In the immediate present, before this process of education can become effective, it has seemed to the American Defense Society that emergency action must be taken. Revolution is being preached throughout the land by word of mouth

and by vast quantities of printed propaganda. The Society has covered meetings where 'revolution' was preached and has examined quantities of revolutionary propaganda. It has felt that its first duty was to call the attention of the American people to this open and constant menace.

"The alien within our gates is being taught Bolshevism, revolution and anarchy faster than the corrective education for Americanism can be made effective. The Society has thought that the influence of all American citizens must be exerted to counteract this anti-American education. To that end, it has published such pamphlets as 'The Lying Lure of Bolshevism.' It has corresponded with the mayors of cities, warning them of the plans of the I. W. W. and other radicals, and it is undertaking to counteract the terrible effects of organized disorder by organized citizenship.

"Furthermore, it is undertaking at this time to mobilize American sentiment against the harboring of radical officials in our national, state or city governments and to arouse the conservative forces of organized labor against the manipulation of trade unions by disloyal influences purposing revolution.

"We shall be glad to get your advice in prosecuting this work."

3. American Federation of Labor, New York City.

Following are the resolutions adopted by the American Federation of Labor at the June, 1919, convention at Atlantic City:

"Among the twenty-five specific educational provisions adopted at the June convention of the American Federation of Labor, there were a number which are of special importance to all persons interested in Americanization.

"The first provision, dealing with vocational education, declared that 'commendation should be given to the various states which have enacted continuation school laws, and to the labor movement of those states for the part they played in securing such legislation.'

"Paragraph 5 stipulates that 'in all courses of study, and particularly in industrial and vocational courses, the privileges and obligations of intelligent citizenship must be taught vigorously and effectively.'

The following numbers are quoted in full:

"Six. The basic language of instruction in all schools, both public and private, should be the English language, foreign languages to be taught only as subjects in the curriculum.

"Seven. The provisions of adequate facilities for the teaching of English to non-English-speaking people.

"Nine. The provision of ample playground facilities as a part of the public school system.

"Eleven. Better enforcement of compulsory educational laws, and the universal establishment of a minimum school-leaving age of 16 years.

"Thirteen. Wider use of the school plant, securing increased returns to the community through additional civic, social, and educational services to both adults and children.

"The fact that the above provisions were adopted unanimously leaves no doubt as to labor's attitude."

4. The American Jewish Committee, 31 Union Square West, New York City.

THE AMERICAN JEWISH COMMITTEE,

31 Union Square West, New York.

Officers.—Louis Marshall, president; Cyrus Adler, vice-president and chairman Executive Committee; Julius Rosenwald, vice-president; Isaac W. Bernheim, treasurer; Harry Schneiderman, assistant secretary.

Executive Committee.—Cyrus Adler, Isaac W. Bernheim, Harry Cutler, Samuel Dorf, Abram I. Elkus, Albert D. Lasker, Irving Lehman, Louis Marshall, A. C. Ratshesky, Julius Rosenwald, Jacob H. Schiff, Oscar S. Straus, Cyrus L. Sulzberger, Mayer Sulzberger, A. Leo Weil.

ORGANIZATION

Need for Central Jewish Organization

The American Jewish Committee was organized in the year 1906, following several conferences participated in by representative Jews from all sections of the United States. The conferees agreed that it was "advisable and feasible to establish a general Jewish committee in the United States." As a result of the distressing condition of the Jews in Russia, Roumania and Galicia,

the Jewish population of the United States, which was about 250,000 in 1876, reached over a million and a half in 1905, and is now about double that number. This rapid increase in population produced new problems in Jewish social, philanthropic, religious and economic life in the United States.

The Russian Massacres, 1903–1905

The terrible Russian massacres which shocked the world in the years 1903 and 1905 served to crystallize the feeling that an organization of the Jews of this country capable of coping with similar emergencies was essential.

Similar Organizations in Other Countries

In other countries where the Jews have equal rights with other citizens such organizations exist. Great Britain has the Anglo-Jewish Association; France, the Alliance Israelite Universelle; Germany, the Hilfsverein der Deutchen Juden and the Verband der Deutchen Juden. Austria and Italy also have such central Jewish committees.

Methods of Organization Proposed

Various methods of constituting such a central organization in the United States were proposed. One was that there should be a national conference or congress of representatives to be elected by those Jews of the United States who are affiliated with congregations. This suggestion met with overwhelming opposition. Another suggestion was that there be established a committee of representatives of existing national Jewish organizations. It was made clear, however, that several of the most important organizations would not co-operate in the formation of such a committee.

Method Finally Adopted

The only suggestion upon which a majority of the conferees agreed was that a small committee be formed of persons who, while representative of American Jewry, need not necessarily be formally accredited representatives of any organization or group, nor in a political sense of the Jews as a whole. It was not claimed by its organization that the committee had power to bind any constituency. It was thought that the deliberate action of such a body of representative Jews, even if not Jewish representatives,

would appeal for support to the great body of Jews. The committee expected to exercise its influence, not by virtue of power conferred in advance, but by power subsequently obtained, through the support of the Jews of this country, who might be in sympathy with the opinions and action of the committee. The power sought was moral, not political. The allegiance contemplated was to be voluntarily accorded, not legally enjoined.

Judge Mayer Sulzberger, who presided at the preliminary conference, was empowered to appoint a Committee of Fifteen with power to increase its number to fifty "for the purpose of co-operating with the various national Jewish bodies in this country and abroad on questions of national and international moment to the Jewish people."

On November 11, 1906, the first general meeting of the Committee of Fifty, since called the American Jewish Committee, was held.

In selecting the persons who were to be asked to become members of the American Jewish Committee, the Committee of Fifteen endeavored in so far as it was then possible to secure the adhesion of the most representative American Jews in every community. The United States was divided into districts to which representation was accorded approximately according to the Jewish population.

Increasing Representative Character of the Committee

Immediately upon its organization the committee took steps to increase its representative character. All the large national Jewish organizations were invited to elect delegates to the committee and in some districts local advisory councils were successfully organized. When the creation of organized Jewish communities began, these were also incorporated as constituencies of the committee, and wherever such organized communities exist, as in New York, Philadelphia, and Denver, the members of the American Jewish Committee are elected by the community, and by it alone.

In 1915 the committee was further enlarged. Provision was made for the proportionate representation of national organizations and for an increase in the general membership of the committee. These provisions are gradually being put into effect.

Objects of the Committee

The task which this committee set itself in its constitution, and later in its corporate charter, was fourfold:

(1) To prevent the infraction of the civil and religious rights of Jews in any part of the world.

(2) To render all lawful assistance and to take appropriate remedial action in the event of threatened or actual invasion or restriction of such rights or of unfavorable discrimination with respect thereto.

(3) To secure for the Jews equality of economic, social and educational opportunities.

(4) To alleviate the consequences of persecution and to afford relief from calamities affecting Jews wherever they may occur.

The committee realized that in order to be able to accomplish these objects effectively, three things were essential: (1) Accurate information as to the condition of the Jewish people of the world; (2) the co-operation of kindred organizations in the United States and abroad; (3) funds.

Bureau of Statistics

In order to know the facts regarding Jewish life and activities and to have information at hand to refute attacks, the committee established a bureau for the collection of information relating to the Jewish people, and co-operated with the Jewish Publication Society of America in the publication of the American Jewish Year Book.

This bureau was considerably enlarged in 1913 with the co-operation of the New York Foundation. The first director of the bureau was Dr. Joseph Jacobs, who was succeeded, upon his death, by Dr. Samson D. Oppenheim.

Co-operation with Other Organizations

The committee also appreciated the importance of co-operation with kindred associations in Europe, and shortly after its organization established relations of a cordial character with the Alliance Israelite Universelle, the Jewish Colonization Association, the Russo-Jewish Committee, the London Board of Deputies of British Jews, the Jewish Territorial Organization, the Anglo-Jewish Association, the Hilfsverein der Deutschen Juden, the Israelitiche Allianz of Vienna, the Central Zionist Bureau, and with a number of national societies in this country.

The General Fund

The general expenses of the office of the committee are met out of the general fund which is raised each year by volunteer contributions. It is the aim of the committee that it shall be supported by as large a number of contributions as possible. In 1911 there was organized a class of members called contributing members. Any Jew who contributes from one dollar up annually becomes such a member and is entitled to receive the annual reports of the committee and such other literature as the committee may issue. Contributing members are also invited to vote for the representatives of their districts.

The Emergency Trust Fund

There was a considerable unexpended balance in the hands of the National Committee for the Relief of Sufferers by the Russian Massacres. In December, 1912, by a decree of the Supreme Court of the State of New York, the committee was adjudged to be entitled to this balance pursuant to the laws of the State of New York. When this fund, which amounted to about $190,000, was awarded to the committee, regulations were carefully drafted to prevent the use of any part of the capital or the income of the fund for any purpose not akin to that for which the fund was originally gathered. This fund has already been practically exhausted by appropriations for various purposes as described elsewhere.

The Work of the Committee

The work done by the American Jewish Committee may be conveniently summarized in accordance with the four objects quoted above.

Prevention of Infraction of Civil and Religious Rights

(1) *The Census Bill*

The committee successfully opposed the bill introduced in Congress in 1909, providing that census enumerators should ascertain the races of all inhabitants of the United States. The committee believed that a classification by races was not only very difficult, but might also cause many invidious comparisons, and that all American citizens must insist upon the principle that to our government citizens are either natural born or naturalized, and that no other distinction must be recognized.

(2) *Naturalization Laws*

The committee also opposed with success the passage of legislation which attempted to deprive "Asiatics" of the privilege of naturalization because it was likely that Jews from Asia might be subjected to difficulties under such a law.

(3) *Schechitah*

Noting that there was an organized propaganda in several states of the Union against the practice of Schechitah on the part of persons who claimed that the slaughter of animals in accordance with the Jewish ritual was not humane, the committee did everything in its power and with success to combat this movement.

(4) *Extradition of Pouren and Rudovitz*

In 1909 the Russian government attempted to have extradited two political refugees, Pouren and Rudovitz, who had fled to this country. The committee appreciated the bearing of their cases upon a large number of Jews who had taken part in the Russian revolution, who had sought or would be likely to seek an asylum in this country. The committee actively co-operated with others in opposing the extradition of Pouren and Rudovitz. In the end our government declined to grant the request of the Russian government for their extradition.

(5) *The Beilis Case*

Similar services were rendered by the committee in 1912, when an obscure Jew in the City of Kiev, Russia, was accused of having committed murder for ritual purposes. The Jews of the world appreciated that this was more than a trial of an individual, that the entire Jewish people was before the bar. The committee was active in circulating in the American press authentic information with regard to the case and succeeded in interesting journalists to such an extent that the entire country was aroused to the infamous character of the charge brought against Beilis. A number of the most prominent Christian Church dignitaries addressed a petition to the Czar of Russia, praying him to withdraw the charge of ritual murder. Fortunately, after a long trial, Beilis was acquitted.

(6) *The Jews in the Balkans*

At the conclusion of the Balkan wars, in August, 1913, a considerable region formerly belonging to the Ottoman Empire passed into the hands of the Balkan Allies, resulting in large increases in the Jewish population of Roumania, Greece, Serbia and Bulgaria. The committee approached our government with the request that it employ its good offices with a view to securing adequate guarantees for the protection of the rights of the population of the conquered territories without distinction of race or creed. Our government acted favorably on this request.

Equality of Opportunity

The Restriction of Immigration

The danger that the enactment of repressive immigration legislation might deprive the persecuted Jews of Russia and Roumania and the Jews of Galicia of the opportunity of reconstructing their lives in this country has caused the committee the greatest anxiety, and occupied much of its attention.

The committee at the inception of its work was confronted with the necessity of dealing with the threatened enactment of restrictive immigration laws in our own country. Through the efforts of those favoring the liberal immigration policy, the harshness of the laws proposed at the opening session of Congress in 1906 was mitigated and the Act of February, 1907, was passed. Its most notable provision was that providing for the appointment of an Immigration Commission. In order that that commission might secure authentic information on the various phases of Jewish immigration, the committee offered to put at the disposal of the Immigration Commission data that might be of use in the endeavor to reach a just and unbiased conclusion.

Upon the invitation of the commission also, the committee, in co-operation with other Jewish organizations, submitted recommendations respecting the revision of the immigration laws and regulations with a view to putting an end to various injustices and abuses.

After three years of study the commission presented a report to Congress which evidenced but slight desire on its part to adhere to the time-honored tradition that has made this country a refuge for the oppressed of all lands. It was contended that on economic grounds the increase of our population by immigration was too rapid and that some method of restriction was necessary. The

reading and writing test was recommended as the most equitable method of bringing about restriction.

The report of the commission was a signal for the introduction of various restrictive measures. Two of these bills were actually passed by Congress, but both were vetoed, one by President Taft, and the other by President Wilson. In both instances the president of the committee presented arguments to the President of the United States urging that he take action to prevent these bills from being placed on the statute books.

At the same time the committee endeavored by the publication and issuance of educational literature on the subject to point out the fallacies in the arguments of the restrictionists, and the injustice that would result from the operation of an arbitrary literacy test.

During the last session of the Sixty-fourth Congress, a bill containing the literacy test was passed by both Houses and despite the emphatic veto by President Wilson was repassed. The committee opposed this legislation at every stage and while it was not possible to have the literacy test entirely eliminated, there have been incorporated several modifications which make clearer its intent and slightly mitigate its rigor.

Action to Remedy Restriction of Rights

The Passport Question

The committee considered that it was one of its most important functions to bend every effort toward the solution of the passport question, with a view to ending the flagrant disregard by the Russian government of the American passport.

The passport question arose out of the violation by the Russian government of a treaty between that government and the United States made in the year 1832. This was a treaty of commerce and obligated both governments to accord to all the citizens of the other, without distinction, the liberty of travel and sojourn, and to guarantee to them security and protection. There was no exception expressed or implied in the Treaty of 1832. Its terms covered not some, but all of the citizens of the countries. But for more than forty years the Russian government persisted in violating the solemn terms of this treaty. It refused to recognize the American passport in the hands of American citizens of the Jewish faith. The initial step in this discrimination took place upon American soil. The laws of Russia require that persons

intending to enter that country must, before seeking admission, have their passports vised or countersigned by a diplomatic or consular representative of the Russian Empire. American Jews who desired to enter Russia were therefore compelled to apply to Russian consulates in this country to have their passports vised. The Russian government required its consuls within the jurisdiction of the United States to interrogate American citizens as to their race and religious faith and upon ascertainment thereof to deny to Jews the authentication of passports for use in Russia. This practice involved not only such American citizens of the Jewish faith as had been former subjects of Russia, but all American Jews, no matter what their antecedents.

Assured that no results were to be obtained from further recourse to the ordinary channels of diplomacy, the American Jewish Committee, after serious consideration, determined to recommend to the President the abrogation of the treaty with Russia. This course, it was considered, would be the most effectual method of impressing upon the Russian government the earnestness of the demands of the United States that it observe the Treaty of 1832. Accordingly, on May 18, 1908, the committee dispatched a letter to President Roosevelt which began the attempt on the part of the organization to induce our government to take some effective action to terminate the controversy. Correspondence with the same end in view was also had with President Taft and was supplemented by personal interview with the President and with Secretaries of State Root and Knox.

All these endeavors proving ineffectual, the committee decided to lay our case before the citizens of the United States. An address delivered by Mr. Marshall at the Twenty-second Council of the Union of American Hebrew Congregations marked the opening of a campaign of publicity on the part of the committee which finally resulted in the issuance by President Taft of a notice to the Russian government of the intention of the government of the United States to terminate the Treaty of 1832. This action was subsequently ratified by the Senate and the House of Representatives with but one dissenting vote in the latter House. On January 1, 1912, the Treaty of Commerce and Navigation of 1832 between Russia and the United States was terminated. The effect of the termination of the treaty was that to future discrimination against American citizens of the Jewish faith the government of the United States would no longer be a party. And as treaties are, according to the Constitution of this country, the

supreme law of the land, there would no longer exist a law which the Russian government contended should be construed to permit discrimination against American citizens on account of race or religion, and thus to violate the Constitution.

The action of President Taft and of Congress was subsequently approved by all of the great political parties of this country, which in their platforms in 1912 and again in 1916, have placed themselves on record against the ratification of any new treaty with Russia which would not recognize the principle on account of the violation of which the Treaty of 1832 was terminated.

The Civil Rights Law

Another example of the infringement of the civil rights of Jews was the practice of various hotel keepers of advertising in newspapers, circulars, railroad and steamboat folders, that Jews are not acceptable as guests. In the summer of 1913 the committee advocated and succeeded in securing the passage by the Legislature of the State of New York of an amendment of the Civil Rights Law of the State explicitly prohibiting such discrimination and providing penalties for its practice.

This legislation was urged in the interest of the equality of all citizens before the law and for the purpose of placing upon the statute books of the State of New York a declaration as emphatic as could be made that these manifestations of prejudice against law abiding citizens would not be tolerated.

Action similar to that taken in New York is contemplated in other states of the Union.

Alleviation of the Consequences of Persecutions and Disaster

As already pointed out, the direct cause of the foundation of the committee was the need for some organization which, in a time of emergency such as that which faced the Jews in 1903–5, could extend relief of a material nature. When the committee was organized the Russian massacres had come to an end, but other calamities involving Jews have occurred not infrequently since that time.

The San Francisco Fire, 1906

At the first meeting of the General Committee, held in November, 1906, the needs of the Jewish religious and educational institutions of San Francisco, by reason of the earthquake and

fire which had occurred there, were brought to the attention of the committee. It was decided to raise a fund, and as a result of an appeal, over $37,000 was collected and distributed among several synagogues and the Jewish Educational Society of San Francisco, enabling them in part to repair the losses suffered on account of the earthquake.

Casablanca, Morocco, Uprisings, 1907

In August, 1907, as a result of an attack by the Kabyles at Casablanca, Morocco, a number of Jews lost their lives, many were wounded, and a large number of women and children were carried off. At the request of the committee, the National Committee for the Relief of Sufferers by Russian Massacres forwarded 5,000 francs to the Alliance Israelite Universelle, which was actively engaged in relieving the sufferers.

Roumanian Outbreaks, 1907

At the time of the outbreaks against the Jews of Roumania, in March, 1907, the committee co-operated with various European organizations in coming to the relief of the sufferers. At the request of the committee, the National Committee for the Relief of Sufferers by Russian Massacres appropriated $10,000 for this purpose.

Constantinople Fire, 1908

In March, 1908, a fire destroyed a large section of the Jewish quarter at Constantinople, leaving 6,000 Jews destitute. The committee promptly raised $1,000 for the relief of the sufferers for whom the Alliance Israelite Universelle had opened a fund.

Expulsions from Finland, 1908

In several instances the persecution was of such a nature that publicity was more necessary than financial assistance. Such was the situation when in the Winter of 1908–9 a policy of repression and expulsion of the Jews was inaugurated by the Russified government of Finland. This important indication of the pogrom policy of the Russian government was not published in the daily papers served by the Associated Press until the committee called the matter to the attention of the officers of the organization. At the same time the committee took occasion to bring to the notice of the officers of the Associated Press the remarkable paucity of Russian and Russian Jewish news which reached this country.

Bessarabia, Kiev, 1909

On several occasions it was the committee's duty to inform the public that reports of excesses against Jews were unfounded or exaggerated.

Thus, in July, 1909, when a massacre of Jews in Bessarabia was reported the committee promptly secured through the Department of State from the American Consul at Odessa a statement that the rumor was without foundation. In September of the same year reports of a massacre in Kiev were found upon the committee's investigation to have been based upon a slight disturbance which had been immediately quieted without serious results.

Attack on Fez, Morocco, 1912

The disaster which befell the Jews of Fez, Morocco, in April, 1912, was of a more serious character. In the course of disorders attending the revolt of the Arabs against the French government, the Jewish quarter was pillaged and almost entirely destroyed. The co-operation of the committee was asked by the Alliance Israelite Universelle. Twelve thousand dollars was appropriated by the National Committee for the Relief of Sufferers by Russian Massacres. With the sums contributed throughout the world the Jews made destitute were rehabilitated, and the Jewish quarter was gradually rebuilt on less congested and more sanitary plans.

The Balkan Wars, 1912–1913

The wars in the Balkan Peninsula in 1912 and 1913 were of momentous interest to the Jews. The sufferings of our brethren were intense. Many lives were lost, many were wounded; disease was widespread. Hundreds of refugees crowded the large cities.

In December, 1912, the American Jewish Committee established a fund for the relief of the sufferers, resulting in the collection of over $8,000, and the National Committee for the Relief of Sufferers by Russian Massacres appropriated $5,000 for immediate transmission. The committee also joined a number of the largest European organizations in the formation of a provisional body called the Union des Associations Israelites, for the purpose of closer co-operation and avoiding duplication in the work of relief. The Union gathered and disbursed almost a quarter of a million dollars, and sent a committee to the scene of hostilities to organize the relief work on the spot.

The European War

Immediately after the outbreak of the European War, when it was called to the attention of the committee that the Jews of Palestine were likely to be the first sufferers on account of the severance of communication between that region and Europe, the committee, in co-operation with the Provisional Executive Committee for general Zionist affairs, raised the sum of $50,000 and transmitted it to Palestine.

The sum of $5,000 was sent for the relief of the Jews of Antwerp and Belgium during the first months of the war.

In facing the larger questions of relief, the committee appreciated that nothing less than the co-operation of all the Jews in America could meet the incalculable needs of our brethren in Europe and in Asia, and that an appeal for funds by one organization would not obviate the issuance of appeals by other organizations and thus jeopardize the success of the relief work. The committee, therefore, called a conference of representatives of Jewish national organizations which met on October 24, 1914, and organized the American Jewish Relief Committee. The American Jewish Committee appropriated the sum of $100,000 from its emergency trust fund as the nucleus of the relief fund. The American Jewish Relief Committee, in co-operation with the Central and People's Relief Committees, constituted a Joint Distribution Committee which up to March 1, 1917, received and distributed over $7,000,000.

A number of cases in which former Jewish residents of the United States were unable to leave belligerent countries at the outbreak of the war, were brought to the attention of the committee. In every case proper representations were made to the Department of State, and the departure from Europe of such persons was facilitated.

5. The American Legion, 19 West 44th street, New York City, Franklin D'Olier, national commander.

In November, 1919, Colonel Franklin D'Olier conferred with counsel for the Committee as to what the American Legion might do to counteract radical influences throughout the country. Each post of the Legion now has a special committee to work in this direction, but the work has not as yet sufficiently progressed to formulate a report.

6. The American Red Cross, 124 East 28th street, New York City.

THE AMERICAN RED CROSS

National Headquarters, Washington, D. C.

Bureau of Foreign Language, Information Service.—Josephine Roche, director, 124 East 28th street, New York City; telephone, Madison Square 4810.

National Officers.—Woodrow Wilson, president; Robert W. DeForest, vice-president; William Howard Taft, vice-president; John Skelton Williams, treasurer; Alexander C. King, counselor; Mabel T. Boardman, secretary.

Executive Committee.—Franklin K. Lane, Merritte W. Ireland, William C. Braisted, Henry P. Davison, Eliot Wadsworth, Mrs. August Belmont, George E. Scott; Livingston Farrand, chairman; Willoughby G. Walling, vice-chairman; Frederick P. Keppel, vice-chairman; Frederick C. Munroe, general manager.

Letter from Miss Josephine Roche, director of Foreign Language Information Bureau, March 17, 1920:

> "Your letter of March 2d, addressed to the American Hungarian Loyalty League, has been forwarded to this Bureau. The Loyalty League has been out of existence for some time.
>
> "However, as your letter applies to our whole bureau, we take the liberty of sending you a statement of our aims and activities. If we can be of any further assistance to you, kindly let us know."

THE WORK OF THE FOREIGN LANGUAGE INFORMATION SERVICE BUREAU OF THE AMERICAN RED CROSS

I. ORIGIN AND PRESENT STATUS

On February 15, 1920, the American Red Cross "News Service" released to the press a statement from which the following is quoted:

> "To preserve its usefulness to the nation and the newly-arrived within its gates the Foreign Language Governmental Information Service, formerly a part of the Committee on Public Information, has been taken over by the American Red Cross, it was announced here today. Operating in conjunction with the already established Red Cross Information

Service it will be known as the Bureau of Foreign Language Information.

"This work, so important in the perfecting of a better citizenship, will not be forced to cease, since the Red Cross sees an opportunity for service of a splendid nature and has decided to include it in its peace-time program."

The Foreign Language Information Service Bureau was organized as a division of the United States Committee on Public Information early in 1918 to distribute to the foreign-speaking people in this country information on America's purpose in the war and the part they were asked to play in that crisis. After the armistice the demand from the foreign language groups for government information, and the need for government contacts with them so increased that when the Committee on Public Information was liquidated, in May, 1918, the division continued under a special emergency fund given by the Carnegie Corporation until the first of August, when it was taken over as a part of War Camp Community Service and Community Service, Inc. On December 6th, because of failure to raise their budget, Community Service was forced to stop financing the work. From that time the work continued as an independent organization, with practically no finances, but largely through volunteer effort, the foreign-speaking groups feeling keenly that the work must not stop, and the managers of the foreign language divisions being willing to make personal sacrifices to hold it. On February 1, 1920, the entire organization became a National Bureau of the American Red Cross in the Department of Civilian Relief, under the name of the Foreign Language Information Service.

II. Purpose

The Foreign Language Information Service informs the alien in his own language about the government and laws of the country; it explains what the government expects of him, and what it offers him; it clears up his misconceptions and adjusts his difficulties. It also attempts the equally important task of giving the native-born accurate information on the foreign-born groups, and overcoming false prejudices and misunderstandings which stand in the way of assimilation.

III. Organization and Personnel

In addition to the Executive Division, the bureau consists of foreign language divisions covering eighteen foreign language groups: Czecho-Slovak, German, Hungarian, Italian, Jewish, Jugo--Slavia (Serbian, Croatian, Slovenian), Lithuanian, Polish, Russian, Finnish, Dutch, Danish, Norwegian, Swedish, Ukrainian, and the American Press Division. The Foreign Language Division managers are men and women who have demonstrated their exceptional qualifications for carrying on the work. They are American citizens, though most of them are foreign-born. They not only speak the language, but have an intimate knowledge of the conditions and aspirations of their own racial group in this country. The Executive Division maintains, through its Washington representative, daily contacts with the government departments. The American Press Division is giving to the native-born authentic information on the foreign-speaking groups in America, their problems and the conditions affecting them.

IV. Work of the Bureau

(a) *Co-operation with Government Departments*

The director and the Washington representative maintain contacts with all government departments. The government departments in turn send daily releases to the foreign language divisions and to the Washington representative who checks this material and obtains for the foreign language divisions all reports, bulletins and special data not on the mailing list, and who also takes back to government departments the particular needs of the foreign language groups, and arranges for articles to be written for their press, giving governmental information especially desired by them. Individual cases asking assistance from the foreign language divisions are, when necessary, referred by the foreign language divisions to the Washington representative for direct settlement with the department concerned. Extensive co-operation has existed with the Bureau of War Risk Insurance, the United States Public Health Service, the Internal Revenue and the Departments of Labor and Agriculture.

The Surgeon General's office requested the bureau to aid them in running a "Question Box" in the foreign language papers, and prepares also a special weekly article for the foreign language press, released through the foreign language divisions. The

Bureau of War Risk also made "Question Box" arrangement with the Foreign Language Information Service.

In assisting the Internal Revenue Department the Foreign Language Information Service in four months issued 172 Internal Revenue releases, which gave full information on the income tax as applied to aliens, and which were printed in all 800 papers. In addition, 16 circular letters on the income tax were sent to the 4,500 largest of foreign language societies, and the managers of the foreign language divisions explained the Income Tax Law at 127 meetings of their groups in various cities and foreign language centers.

Information on the income tax as affecting aliens has been frequently presented to the Internal Revenue Department, showing the need for, and resulting in the revision of Treasury Decisions and Forms for Refund Applications; also affidavits have been obtained from consuls, or other acceptable agents, establishing the income tax situation in foreign countries which have cleared up the status of aliens from these countries in the United States.

(b) *Foreign Language Press*

To more than 800 foreign language papers of the eighteen foreign language groups the bureau sends information daily from fifty-eight government departments.

An average of 515 articles of such information have been released the past six months. In October, a typical month, 576 articles were sent out. According to the source of the material thus used the Department of Agriculture, the United States Public Health Service, the Bureau of War Risk Insurance and the Children's Bureau hold the lead with 117 articles each. The Department of Labor, Internal Revenue and the Council of National Defense come next with 40, 51, 87 articles, respectively. The American Relief Administration and the Red Cross furnish 25 and 15 articles; the Department of Commerce and the United States Shipping Board 22 and 23 articles, respectively; the balance of the articles are scattered through the other government departments.

Over three-quarters of a million words of foreign language information service material appear each month in these 800 *papers* — 75 *per cent. use* 82 *per cent. of the releases, and over* 60 *per cent. use* 100 *per cent. of them.*

The September work, in comparison with August, showed a 35 per cent. increase in government articles released to the foreign language press, and a 25 per cent. increase in their use by the foreign language press. The October increase over September was 17 per cent. for releases sent out, and 23 per cent. in their use by the foreign language press.

(c) *Foreign Language Organization*

More than 67,000 foreign language organizations extend their co-operation to the bureau. These are chiefly national and local benefit and insurance societies, educational, social, musical and dramatic clubs. They circulate through their members notices from the Foreign Language Information Service explaining laws and governmental regulations, reading these communications to their members, and placing them on their bulletin boards. Two releases, on an average each month, go to each organization.

(d) *Individual Service*

On an average 4,200 individuals a month (October, 4,321) have applied for the last six months, through letters or personal calls, to the bureau for information and help on matters of government department concern. Information on the income tax, passport regulations, on citizenship, on health, on war risk allotments, make up the majority of inquiries. The information desired varies somewhat among the different nationalities; the Russians desiring more about passport regulations and agriculture than any other group. About three-fourths of the appeals come through correspondence to the divisions. On income tax matters, within four months the divisions corresponded or talked with 12,872 persons, each of whom had his claim adjusted satisfactorily, or his status made clear. Either his overpaid amount was refunded by his employer, or refund proceedings were taken up by the Internal Revenue Department. For 4,197 cases for four months' period in 1919 (resident and non-resident aliens) $203,852.45 was recovered in overpaid taxes for the year 1918.

Several of the divisions have done an extensive work in accompanying people to the Custom House to get income tax troubles adjusted. Wide service has also been rendered through the managers going to the settlements of their people, and explaining laws and adjusting individual income tax and other troubles. As

an illustration there may be mentioned a trip made by the Hungarian manager to Bridgeport, at the request of a Hungarian editor there who was receiving more inquiries than he could handle. The editor arranged for a meeting in a public hall where the Hungarian manager talked with about 500 people and assisted in filling out 200 income tax blanks.

The Jugo-Slav manager in a trip made to Chicago and vicinity held nineteen meetings for the purpose of taking up individual cases and adjusting them. On an average of 300 people attended each meeting. A table of 100 typical cases showing income tax taken and refund due follows:

1918 Incomes		Tax assessments		Refunds claimed	
Under $500	1	Under $25	10	Under $25	10
From 500 to $1,000	10	From 25 to $50	11	From 25 to $50	21
From 1,000 to 1,100	3	From 50 to 75	6	From 50 to 75	6
From 1,100 to 1,200	11	From 75 to 100	4	From 75 to 100	5
From 1,200 to 1,300	16	From 100 to 125	4	From 100 to 125	42
From 1,300 to 1,400	16	From 125 to 150	20	From 125 to 150	6
From 1,400 to 1,500	16	From 150 to 175	27	From 150 to 175	7
From 1,500 to 1,600	12	From 175 to 200	14	From 175 to 200	2
From 1,600 to 1,700	5	Above 200	4	Over 200	1
From 1,700 to 1,800	6				
From 1,800 to 1,900	4				
	100		100		100
Total income 100 cases	$134,366 03	Total assessment 100 cases	$12,362 94	Total refunds 100 cases	$10,110 78

Altogether about 127 trips have been made in the last year by the Russian, Polish, Jugo-Slav, Czecho-Slovak, Hungarian, Ukrainian, Italian and Lithuanian managers to carry on this personal service and develop further co-operation with their groups.

Personal service work in September increased 67 *per cent. over August. In October it increased* 35 *per cent. over September.*

(e) *Pamphlets and Lectures*

As a result of many appeals from the foreign-born groups for information on the subject of health, citizenship, agriculture, American history, etc., the bureau has printed and circulated 92,000 pamphlets in Russian, Ukrainian, Hungarian and Polish on the following topics: "How Americans Won Their Liberty," "Abraham Lincoln," "How to Take Care of Your Health," "America in War and Peace," "A Message to American Hungarians," "Venereal Diseases and How to Prevent Them."

(f) *The American Press Division*

The American Press Division issues bulletins giving information on the activities of the foreign-born, their contributions to America, and their difficulties, and furnishes data to well-known writers co-operating with us, to be used in special press and magazine articles. Typical among the latter are the six following articles which have appeared in the New York "Evening Post," the "Christian Science Monitor" and the New York "World:" "Aliens and the Income Tax," "Alien Efforts Towards Americanization," "Why the Alien Leaves," "Educating the Alien," "Industries and the Alien," "Foreign Language Press in America." A book, "Alien America," is being prepared which will appear under the name of the manager of the American Press Division. It will be endorsed by this bureau and the material will be furnished by the foreign language divisions. The book is purposed to be used by the multitude of organizations and persons who are interesting themselves in "Americanization" work and who need authentic data. It is part of the work of this division also to correct the mass of fallacious information directed against the alien population of America.

(g) *Information to American Agencies and Co-operation with Interested Individuals*

This service has been extensively used as a course of information by many organizations and individuals working with aliens, and in many instances has acted as an intermediary between these and the foreign-born groups.

(h) *Possibilities for Developing International Co-operation*

A most interesting and important line of development for the work lies in the field of the international connections the division managers have already begun to develop and which can be developed much more extensively.

The Italian division manager has had wide experience in Italian journalism in Italy and is in constant communication with the chief editors in the Italian cities. When the income tax situation was most acute here in America, and many returning Italians were erroneously taxed, the press in Italy made numerous severe attacks on the American government. The Italian manager, through letters and articles, was able to clear the situation up.

The Polish, Czecho-Slovak and Jugo-Slav divisions discussed with the Polish, Czecho-Slovak and Jugo-Slav delegates at the recent International Labor Conference very interesting plans for exchange of information between our divisions and their agencies. Opportunities for developing similar contacts are constantly increasing.

V. ENDORSEMENT WE HAVE RECEIVED FROM GOVERNMENT DEPARTMENTS, FOREIGN-BORN AND FROM AGENCIES IN GENERAL

Fifty-eight government departments and bureaus co-operate extensively with our bureau. Attached are typical letters from various department heads expressing their opinion of our work.

From each of the foreign-speaking groups there comes continually expressions of appreciation and belief in our work. It is impossible to choose from among the thousands of letters we have received and editorials on our work which have appeared in the foreign language press, but the attached will give some idea of their view.

Co-operation has existed not only with government departments and the foreign language groups, but as far as our very limited time and means would allow, with agencies doing Americanization work, and with state and civic organizations. A typical letter from one of the latter follows:

> "DEAR SIR.—For some time past the Alien Information Bureau of the Detroit Board of Commerce has been receiving from you copies of the various Hungarian bulletins issued by you in the Hungarian language. . . .
>
> "Your bulletins have been very helpful in the past and we hope that we shall continue to receive them. Any other material which you issue besides the bulletins will be most acceptable for the reading tables and bulletin boards at this branch.
>
> "Yours very truly,
>
> "MARY O'CONNEL,
>
> "*Secretary, Alien Information Bureau, Detroit Board of Commerce.*"

The Foreign Lanugage Information Service has been able for the past two years to act as a most important link between government departments and the immigrant population by interpreting America to the alien, and the alien to America.

7. The American Rights League, 2 West 45th street, New York City, George Haven Putnam, president; Douglas W. Johnson, chairman, Executive Committee.

Executive Committee.—Everett V. Abbot, Lawrence F. Abbott, W. K. Bryce, H. de Raasloff, Geo. Haven Putnam, John Harsen Rhoades, Richard H. Gatling, Franklin H. Giddings, Lawrence Godkin, Richard M. Hurd, William D. Murphy, Louis Livingston Seaman, James B. Townsend.

Letter from George Haven Putnam, president, April 8, 1920:

"The enclosed copy of the Declaration of Principles will set forth the purpose for which the American Rights League was organized. The League came into organization (in my office) at the time of the sinking of the *Lusitania* for the purpose of getting this country into the war at the earliest possible date. We were able through the use of speakers like Roosevelt, Beck, the president of the League, and others, to do something in directing and arousing the righteous purpose of the people.

"During the past year the influence and correspondents of the League have been utilized to emphasize the importance of securing a prompt acceptance by the United States of the Treaty of Peace and the accompanying compact of the League of Nations. We hold that America was shamefully late in coming into the war and is now bringing disgrace upon itself by its failure to take up its duty in helping to establish peace.

"I am sending to you the four late bulletins in the American Rights League series which have to do, as you will note, with the matter of the League of Nations.

"We have not thus far given direct attention to the work of 'Americanization,' but the members of the League would, I judge, without exception be in sympathy with the general purpose of this work."

8. Boy Scouts of America, 200 5th Avenue, New York City, A. C. Olsen, assistant to the Chief Scout Executive, November 25, 1919:

"We are in the utmost sympathy with any program for Americanization for the very good reason that the objective of our movement is character building, citizenship training and Americanization of the adolescent American boy and

through him to influence in like ways all with whom he comes in contact.

"It will interest you to know that because of its wonderful influence along this line and because of its war record the Boy Scout movement was strikingly endorsed at the recent Annual Convention of the American Legion in Minneapolis — this resolution more valuable because, as we are informed, it was the only one which went through of some 250 which had been offered. A copy of the resolution follows:

> "*Resolved,* That the American Legion heartily commends the principles and achievements of the Boy Scouts of America and recommends that each post assist the Boy Scouts troops in its community in whatever manner practicable.

"In this connection also kindly note the following letter of October 29th from Hon. Raymond F. Crist, director of citizenship training for the Naturalization Bureau of the United States Department of Labor and our reply of October 31st:

> "MR. RAYMOND F. CRIST, *Director of Citizenship, Division of Citizenship Training, Department of Labor, Washington, D. C.:*
>
> MY DEAR MR. CRIST.— We have considered with care your letter of October 29th, requesting that the Boy Scouts of America co-operate as civic aids of the United States government in carrying on its program of citizenship training.
>
> "I am very glad after conference to advise that we will be happy to undertake this service and are confident that you may depend upon worth while co-operation on the part of our membership numbering some 475,000 Scouts and Scout officials.
>
> "The fundamental objective of Scouting is the character development, citizenship training and Americanization of the adolescent boy, and it is particularly appropriate, therefore, that the Scouts should have the opportunity to co-operate with you in your program of citizenship training of candidates for naturalization.
>
> "The work of your division is of the greatest importance to the nation at this time and will have our full and hearty support.

"We shall publish your letter and our reply in 'Scouting' and urge Scout officials to co-operate when called upon, and from time to time as the development of your plans may make desirable, we shall be glad to do anything else within our power to assist you.

"Sincerely and cordially yours,

"James E. West,

"*Chief Scout Executive.*"

"UNITED STATES DEPARTMENT OF LABOR

Bureau of Naturalization

Washington, *October* 29, 1919.

"Mr. James E. West, *Chief Scout Executive, Boy Scouts of America, New York City, N. Y.:*

"My Dear Mr. West.— The Boy Scouts of America have demonstrated in numerous ways the incalculable value of their service to the government, especially during the great World War. Their experience thus attained, fits them peculiarly for patriotic post-war service. As dispatch bearers of the President of the United States and the several departments of the Federal government during the war, these messengers of peace constantly put into practical use their Scout oath and laws which are the fundamentals of good citizenship. Would it not, therefore, be fitting for these young patriots to utilize the experience attained during the World War by applying the cardinal principle of Scouting by 'doing a good turn daily' for the millions of foreigners within our land who long for a realization of the principles of democracy which American citizenship embodies and who would avail themselves of the opportunity for instruction in citizenship if they were guided to the door of the public schools which are available for this purpose?

"As civic aids to the United States government throughout the country, the Boy Scouts can convey the message of America to the foreign-born residents of every small community of our land and thereby aid materially in many ways in solving the great national problems of illiteracy by supporting the communities

in their newly launched endeavors to eradicate that blight. Their personal contact with both minor and adult foreigners will develop a better mutual understanding between these two classes of future citizens — the Boy Scouts and our foreign-born friends. The Scouts will thus form the connecting link between the Division of Citizenship Training, which is charged by Congress with the promotion of Americanization of all candidates for citizenship, and the Public School, which the Federal government has designated as the functioning agency to co-operate with this division in amalgamating these peoples of the United States into one all-American body. It is this co-operation on the part of the Boy Scouts that the government asks at this time, a co-operation which ultimately will result in closer communion and fellowship, a better understanding of American principles of democracy and a greater participation in the exercise of the duties of citizenship by our Liberty loving peoples.

"On behalf of our Federal government and in the interest of the millions of foreigners who are desirous of learning more about our institutions that they may improve themselves and give their best efforts to their adopted country and the community in which they live, I ask the Boy Scouts of America — America's future leaders of democracy — to render this service to their government, its citizenry, and those seeking admission to the great American family.

"Very truly yours,

"(Signed) RAYMOND F. CRIST,

"Director of Citizenship."

"We will endeavor to arrange promptly for personal conferences with you but in the meantime you may count on the Boy Scouts of America for the utmost support in Americanization efforts."

9. Bureau of Jewish Education, 114 Fifth Avenue, New York City, Mr. Louis Marshall:

Below is quoted a letter which was sent not only to the Bureau of Jewish Education, but to practically every civic, racial, social

and religious organization in New York City. The reply which it elicited from the Bureau of Jewish Education is so surprising and so unique in its misinterpretation of the Committee's request, that it is quoted in full. Unfortunately it does not give detailed information as to the work of the Bureau.

Committee's letter, March 2, 1920, addressed to Secretary, Bureau of Jewish Education:

"Dear Sir.— The Joint Legislative Committee to Investigate Seditious Activities in this State is about to recommend to the Legislature, as a corrective measure, an increased program of education and Americanization.

"In this connection we are anxious to present as complete and as accurate a view of present conditions as possible and we do not wish to overlook any of the constructive work which is being done to counteract seditious activities, especially among the foreign born.

"In order to list your organization properly, we would ask that you send us just as soon as possible an outline of the activities of your organization. A copy of your constitution and by-laws would no doubt give us the information which we require, but any additional data would be most welcome.

"Will you not let us hear from you by return mail?"

Reply, April 20, 1920, received from Mr. Louis Marshall:

"Dear Sir.— Yours of the 2nd ultimo, addressed to the Bureau of Jewish Education, 114 Fifth Avenue, has been forwarded to me for answer. It would have received attention sooner but for the illness of the Secretary.

"In view of the fact that I am one of the trustees of the institution and am a large contributor to its funds, I feel rather irritated, to say the least, that a committee appointed 'to investigate seditious activities in this State' should make this organization the subject of inquiry. You will permit me to say that no good, and much harm, is done by this indiscriminate throwing out of the dragnet of suspicion and by resorting to this un-American method of inquisitorial interrogation.

"The Bureau of Education is a branch of the Jewish Community of the City of New York, incorporated by Chapter 105 of the Laws of 1914. It was formed for the purpose of stimulating the religious education of the Jews

in this city, to familiarize them with the Bible, with Jewish history, ethics and literature, and to teach those of school age the sacred Hebrew tongue. We maintain classes and model schools for boys and girls. We have raised the standard of education in all Jewish religious schools. Under our auspices valuable textbooks have been written, journals devoted to religious subjects have been published, and religious teachers have been prepared for courses that they have subsequently taken in the Teacher's Institute of the Jewish Theological Seminary of America. We are seeking to extend our work in all directions, in order that, if possible, every Jewish child of school age may be trained in the tenets and traditions of our ancient faith. There are directly and indirectly under the influence of this Bureau approximately 25,000 Jewish children. You need not fear as to their Americanism or their loyalty. I can assure you that their love for America and their devotion to its institutions are not exceeded by the sentiments of the members of the committee that is seeking to classify our organization as a proper subject for suspicion.

"Let me also say to you that, long before those who are now such zealous inquisitors had the slightest idea as to the meaning of that much abused term, 'Americanization' the men who have supported the Bureau of Jewish Education devoted their time, thought and means to the cause of instilling into the hearts of the Jews of America love and gratitude for all that it has stood for, and sought ineffectually to open the eyes of the Legislature of this State to the importance of establishing night schools and other agencies which would make it possible for the immigrant to become familiar with the history and institutions of *our* country. In 1909, as Chairman of the State Immigration Committee appointed by Governor Hughes, I had the honor to render a very complete report upon that subject to the Legislature, and to make recommendations which, because they were not sensational, were thrown into the legislative scrap-basket. Now certain gentlemen have become so deeply aroused because of the consequences resulting from the wilful blindness of their predecessors, that they too find their vision deranged to the extent that they can see only red, and therefore do not hesitate to pursue the Russian methods success-

fully adopted by the Procurator of the Holy Synod of subjecting even a religious organization to insult and ignominy. If such methods are to be adopted, then I fear that those who pursue them are themselves in dire need of Americanization."

10. The Carnegie Foundation, New York City, Allan T. Burns, director of Americanization, November 7, 1919.

Following is the substance of Mr. Burns' talk on "What is Americanization?" before the Society of Ethical Culture, Council of Jewish Women and United Neighborhood Houses:

"Americanization is self-determination. The only way there came to be any white Americans was because there were in Europe people of self-determination. Much self-determination is necessary for an immigrant to pull up roots and leave his home in Europe.

"Americans have self-dependence and self-determination, which accounts for the fact that America can produce more per dollar and per man than other countries. It also accounts for the success of our army.

"Americanization does not mean anarchy; it means self-determination of individuals up to the point where it must be modified by the right of self-determination of others. That is the reason for democracy. It is the merging and fusing of the many self-assertions that brought about the American Republic. Americans early found that their self-assertion could find better satisfaction by compounding their self-assertion with that of others. Thus came about the town meetings — a typical traditional American institution. America must continue to give range for self-determination, giving room for self-determination to be developed into group action where individual self-determination would restrict that of others, if she is to continue to fill her unique place in the world.

"The original Americans established little groups with a common interest and began to meet the demand of the situation collectively where individual enterprise was insufficient. The immigrants of today do the same thing. Democracy through practice in democracy is the way that the immigrant has been merged as successfully as he has with our great American commonwealth, and I think he has been merged remarkably successfully.

"There is a community of Finns up in New England. They meet the exigencies of life through their own resources and methods. Five or six thousand of these Finns have developed their own community theatre and music hall. They have a musical and dramatic director. They opened their theatre by giving 'As You Like It' in Finnish. All this is a result of their own determination to have culture. The Finns in New York City last year were practically the only people who were putting up tenements. It was made possible because up in that New England town the Finns have learned how to conduct their own banking business in a co-operative credit union. They had classes in English and citizenship long before anybody else in the town thought of providing them. The Finns have their own boarding houses, their own restaurants and a farm where people may go for week-end picnics in the summer. Their most remarkable development is meeting the high cost of living. They sell themselves milk at 13 cents per quart, because they do it on a co-operative plan. They also have their own grocery stores run on a co-operative basis. The Finnish group that is doing this, five or six years ago announced themselves as Reds. At first the new measures were voted down because they thought they would interfere with the revolution that they contemplated. But the few men persisted until over one thousand men have joined in these various forms of collective action. They have all ceased to be revolutionists. They have learned by doing. There is still a handful of red Finns but the great bulk have learned that democracy must be practiced in their small groups. They are learning Americanism the way our forefathers invented it.

"I went to the Metropolitan Opera House one evening and sat way up top with a group of Italians who very much enjoyed the performance (which by the way was an immigrant opera) and in this way an American institution was being placed at their disposal. The next evening I visited a Lettish lodge uptown where the Letts were giving a performance of their own. Interest centered around a young violinist. I found that the Lettish lodge had subscribed sufficient funds to enable this boy to study with Damrosch. I contrasted this active work of self-determination with the incident of the Italians at the Opera. It is a problem not to

let there be a number of groups of foreigners splitting up the country. The great number of groups must think of their needs that are common to all the groups — problems that are bigger than any one group can take care of. The foreigners are more conscious of this than the native American.

"There is a Ukrainian settlement house on Sixth street. They got together about $75,000 and built the house. One of the leaders went about and studied our settlements and tried to adapt them to the needs of his people. After a time they felt that they had gotten to the end of their string and felt that they needed the help of Americans. The leader said that in the five years that their settlement house has been opened, he has never been invited to go to any other settlement house in New York.

"A group of Italian societies got together in Chicago for a picnic, because they felt that they needed to draw on the Americans for co-operation, so they federated in order to obtain recognition. The labor leaders were at the picnic. The state legislature and the city government had representatives at the picnic thinking that they would be a fertile ground to work on; but no health interest and no welfare interest was represented.

"The grouping of the immigrant for American assistance is an expression of self-determination. We ought to persuade the immigrants to adopt the plans of welfare that we are creating. We cannot make them Americans by making them puppets. The Amateur Athletic Union has probably done as good a piece of work as has been done in Americanization. That is only one field, but in the athletic field the immigrant has been 100 per cent. Americanized. There is one single standard uniformly accepted and applied in athletics in the United States. The Amateur Athletic Union has established a uniform basis for competition in athletics. All the matches and races are according to a common standard. The Athletic Union realized that they must get the delegates into a common parliamentary body to have a uniform athletic standard. On equal footing the foreigners compete with the Americans. This is the most perfect method of Americanization that we have found.

"In one town where the Poles invaded the Connecticut valley things are paralyzed. The town is dead civicly. The old Americans resented the coming of these new Americans and their persistency in buying the old farms. On account of the more intensive cultivation methods of the Poles they can afford to pay more for the farm lands than the Americans. In another town of the same size and the same proportion of Poles, quite another condition existed. The old Americans tried to keep the town from being wrecked by the Poles.

"They all clubbed together, Catholics and Protestants alike, and built a Catholic Church for the Poles and they rallied to this new church and formed a responsible group. This town has forged ahead because it has found an American way of Americanizing Poles. When they need the support of the Polish contingency in the town, they have a united body to call upon.

"The United States has discovered for the rest of us the most successful method of Americanization, a method which preserves the self-respect of the new as well as the old Americans. They found this out by their method of approach to the foreign-born in the Liberty Loan drives. It was a German-American who suggested the scheme of approaching the foreigners through their own institutions and through their own leaders with the result that 40 to 50 per cent. of the amount subscribed to the various loans was from foreign-born residents."

11. Chamber of Commerce of the State of New York, 65 Liberty street, New York City, Howard Finney.

Officers.— President, Alfred E. Marling; vice-presidents: Philip A. S. Franklin, James A. Farrell, Samuel Rea, Frank K. Sturgis, Henry P. Davison, T. DeWitt Cuyler, J. Pierpont Morgan, George F. Baker, Frank Trumbull, Samuel W. Fairchild, John D. Rockefeller, Jr., Jacob H. Schiff; treasurer, William H. Porter; chairman, Executive Committee, Welding Ring.

Chamber of Commerce of the State of New York

The following report was unanimously adopted by the Chamber of Commerce of the State of New York, at its monthly meeting, November 1, 1917:

Americanization Campaign

To the Chamber of Commerce:

The Committee on Aliens, of the Mayor's Committee on National Defense, has undertaken the important work of the Americanization of the foreign-born population of this city, and is desirous of securing the active co-operation of the Chamber of Commerce.

The field covered by the Americanization campaign planned embraces the five boroughs of New York City, in which there are at the present time more than 500,000 adults who neither read, write nor understand the English language. This great body of aliens is out of touch with American ideals, and is not properly informed of the duties, liabilities and privileges of citizens and residents of this country. These aliens are misled by propaganda of a seditious nature in their foreign press and through the utterances of agitators on street corners and in their clubs. The Mayor's Committee has planned a remedy which it is hoped will meet the emergency created by the war. Classes have been formed at the night schools for the purpose of teaching these foreign-born citizens the duties and privileges of American citizenship. An experiment at Public School 25 last summer showed the efficiency of this method. During the hottest days of July and August, an attendance of 85 per cent. of the enrollment was maintained. An appropriation of $102,000 has been made by the Board of Education for extending and improving the night schools.

The practical results of this campaign would be not only that the spirit of patriotism would be aroused and the ideals for which this country stands made known, but there would be a direct economic benefit to employers if all their employees were to have a working knowledge of the English language.

The Mayor's Committee on Aliens specifically requests that employers give preference to employees having certificates of attendance at night schools and that they urge all their foreign-born employees to attend. They are also asked to inform them, by means of payroll slips, posters, etc., that the schools are open. When, by reason of the character of their employment or their position, certain employees cannot attend the night schools, employers are asked to permit the formation of classes in their various establishments during working hours, in order that instruction in English, civics and citizenship may be given.

Various commercial and civic organizations of the city have appointed special committees to co-operate with the Mayor's Committee, which is acting as a clearing house for all agencies in the city who can assist in the Americanization Campaign. Your Committee on Commercial Education feels that this matter is an important one and that hearty support should be given the Mayor's Committee.

Your Committee requests that authority be given it to communicate with the members of the Chamber, urging them to carry out the suggestions of the Mayor's Committee as above outlined, and to this end offers for adoption the following resolutions:

Resolved, That the Chamber of Commerce of the State of New York indorses the Americanization Campaign which has been planned by the Committee on Aliens of the Mayor's Committee on National Defense, and urges its members to co-operate in carrying out the plans of the Committee; and be it further

Resolved, That the Chamber's Committee on Commercial Education be authorized to bring to the attention of the members of the Chamber the objects of the Campaign, and to assist in its furtherance in whatever way the Committee may deem best.

Respectfully submitted,

HOWARD C. SMITH, *Chairman,*
JULIO F. SORZANO,
ALEXANDER C. HUMPHREYS,
LIONEL SUTRO,
JOSEPH H. SEARS,
WILLIAM W. HEROY,
Of the Committee on Commercial Education.

Attest:

CHARLES T. GWYNNE, *Secretary.*
EUGENE H. OUTERBRIDGE, *President.*

NEW YORK, *November* 16, 1917.

CHAMBER OF COMMERCE OF THE STATE OF NEW YORK

At the regular meeting of the Chamber of Commerce of the State of New York, held June 6, 1918, the following preamble and resolutions from the Committee on Commercial Education were unanimously adopted:

National Movements for Americanization of Aliens

To the Chamber of Commerce:

Your Committee on Commercial Education has for several months given much attention to the Americanization of aliens. At the monthly meeting last November a report was presented outlining the work being done in this city by the Committee on Aliens of the Mayor's Committee on National Defense. The Chamber at that time adopted a resolution indorsing the Americanization Campaign and urging its members to co-operate.

At the April meeting a short report was made of the attendance of the acting chairman of your Committee at a conference at Washington called by the Hon. Franklin K. Lane, Secretary of the Interior, to consider the Americanization of the alien. As a result of this conference Secretary Lane appointed a committee, composed of men well-known throughout the United States and including Arthur S. Somers, President of New York Board of Education, to take steps to bring about a nation-wide Americanization Campaign.

This Committee has under consideration comprehensive and far-reaching legislation for promoting Americanization of aliens. So far two bills have been drafted to accomplish the desired ends. Mr. H. H. Wheaton, chairman of the Executive Committee of the Advisory Council on Americanization to the United States Bureau of Education, appointed by the Commissioner of Education, describes these bills briefly as follows:

> "(1) A bill to provide, through education, for the promotion of the common use of the English language, patriotism, industrial efficiency and national unity.
>
> "(2) A bill to provide for the promotion of immigrant education; to provide for co-operation with the states and territories.
>
> "The object of the first bill is to provide the United States Bureau of Education with a minimum appropriation for the purpose of carrying out the national program of Americanization entered into jointly with the Council of National Defense.
>
> "The second bill appropriates federal aid to the several states for the purpose of Americanizing through education the 5,000,000 non-English-speaking immigrants residing in this country. The principal fund carried in the bill begins

at $2,500,000 and is increased annually $500,000 until the sum of $5,000,000 is reached. A second fund provides a sum of $75,000 annually for the training of teachers who are to do the work. A third fund provides for the education of incoming immigrants after the war, when the number admitted reaches 250,000 or more."

These proposed bills are likely to receive many changes as to details before final enactment into law, and regarding these details your Committee at the present time has no specific recommendations to make. Your Committee, however, believes it is necessary that Americanization be made a national movement, as is comprehended by these bills. It is essential to the nation that those who live and earn their livelihood in America should learn our language. Those who do not know English cannot read the laws that govern them or understand the American institutions which surround them. By learning our language the resident foreigner increases his own efficiency and enlarges his opportunities, while at the same time our nation is solidified.

Because of these considerations your Committee offers the following resolution for your adoption:

Resolved, That the Chamber of Commerce of the State of New York indorses the Americanization Campaign which has been planned by the Committee appointed by the Honorable Franklin K. Lane, and approves the bills in their broader sense, awaiting the revised details on which the said Committee is now engaged; and be it further

Resolved, That the Chamber's Committee on Commercial Education be authorized to bring to the attention of the members of the Chamber the objects of the bills, when enacted into law, and to request all our members to co-operate in every way feasible in this Federal Americanization Campaign.

In connection with this Americanization Campaign your Committee has learned that Secretary Lane proposes to call a mass meeting early in September, to be held in this city at Madison Square Garden, and desires that the Chamber of Commerce and other commercial bodies be represented. The following resolution therefore is offered:

Resolved, That the Chamber of Commerce of the State of New York hereby gives authority to the Committee on Commercial Education that it may represent the Chamber at the American-

ization mass meeting to be held in September at Madison Square Garden, and that the Committee may co-operate and assist in this meeting.

LIONEL SUTRO, *Acting Chairman.*
ALEXANDER C. HUMPHREYS,
JOSEPH H. SEARS,
WILLIAM W. HEROY,
EDMUND DWIGHT,
Of the Committee on Commercial Education.

Attest:

CHARLES T. GWYNNE, *Secretary.*
ALFRED E. MARLING, *President.*

NEW YORK, *June* 7, 1918.

CHAMBER OF COMMERCE OF THE STATE OF NEW YORK

At the regular monthly meeting of the Chamber of Commerce of the State of New York, held March 6, 1919, the following report presented by its Committee on Commercial Education was unanimously adopted:

National Measures to Eradicate Illiteracy Urged

To the Chamber of Commerce:

A bill has been introduced into Congress, number 5464 in the Senate and 15402 in the House, to promote the education of native illiterates. It provides for co-operation with the states and municipalities in the encouragement and support of education which will teach illiterates the English language, the fundamental principles of government and citizenship, and other knowledge useful for "successful living and intelligent American citizenship." The measure contemplates the expenditures by Congress of $100,000,000, spread over eight years, and a like sum by states and municipalities.

The passage of this bill will enable a national educational campaign to banish illiteracy from the nation. At the time of our last census, in 1910, there were 5,500,000 persons in the United States over ten years of age who were unable to read or write in any language. Even in New York State, one of every eighteen persons was thus handicapped; while in the Southern

states illiteracy was much more prevalent. Louisiana had one illiterate for every three persons. In the first draft last year, 700,000 men registered who were unable to read or write. Competent authorities have estimated that our nation contains today fully 5,000,000 illiterates and 5,000,000 "near illiterates," making our illiterate population nearly one-tenth of the people in the United States.

Illiteracy must be eradicated as a serious danger and menace to democratic government. Aside from its effect on economic waste and efficiency the whole structure of our government is based upon the intelligence of the voter and no greater work for the permanence of sober self-government can be done than by obliteration of illiteracy.

Your Committee on Commercial Education is of the opinion that an important step toward eliminating illiteracy can only be obtained by a systematic educational campaign on a national scale. This is contemplated in the bill now in Congress.

Therefore, the following resolutions are offered for your adoption:

Resolved, That the Chamber of Commerce of the State of New York favors the enactment into law of S. 5464, H. R. 15402 or a similar measure, to diminish illiteracy and spread education as a national plan; for proper education prevents poverty and vice, and prepares men for the adequate performance of their social and civic duties; and be it further

Resolved, That copies of this report and resolution be sent to the Senate Committee on Education and Labor and the House Committee on Education.

Howard C. Smith, *Chairman,*
Alexander C. Humphreys,
Lionel Sutro,
Frederick J. Lisman,
William W. Heroy,
Edmund Dwight,
Of the Committee on Commercial Education.

Attest:

Charles T. Gwynne,
Secretary.

Alfred E. Marling,
President.

New York, *March* 7, 1919.

12. Chinese Consolidated Benevolent Association, 16 Mott street, New York City, Lee To, chairman, March 19, 1920:

"In reply to your letter of March 2d with respect to our organization, I am glad to give you the information desired.

"Our Association Chung Wah Kung Saw, or name in English, Chinese Consolidated Benevolent Association, is just what its name implies. It aims to help and promote peaceful pursuits and the welfare of the Chinese living in New York and vicinity — seeing that the sick are cared for; the dead who have no relatives given burial; and the poor and destitute relieved. Such expenses are defrayed by voluntary contributions in particular cases or by annual contributions. All Chinese without distinction are cared for in this manner by us, if the cases are known to us or if help is applied for. This is all our work and our association is chiefly supported by the established Chinese merchants in the city who give annual contributions to us to carry on our work.

"We are non-sectarian, un-political, etc., only for charitable work."

13. Community Councils of New York City, Municipal Building, New York City:

Executive Committee.— George Gordon Battle, chairman; William C. Breed, treasurer; Mrs. H. Goster Armstrong, H. A. E. Chandler, John Collier, Joseph P. Day, William L. Ettinger, Virginia C. Gildersleeve, George J. Gillespie, I. E. Goldwasser, Mrs. Helen Hartley Jenkins, Alfred J. Johnson, Rev. Robert F. Keegan, George W. Loft, Henry MacDonald, Sara Graham-Mulhall, Frank Oliver, James H. Post, Lawson Purdy, Thomas Rock, Mrs. C. C. Rumsey, Mortimer L. Schiff, Mrs. V. G. Simkhovitch, Alfred E. Smith, Arthur S. Somers, Mrs. Charles L. Tiffany, Mrs. Frank A. Vanderlip, Lillian D. Wald, Felix M. Warburg, William G. Willcox, Mrs. Egerton L. Winthrop.

Americanization Committee.— Felix M. Warburg, chairman; Mrs. August Belmont, H. A. E. Chandler, Mary Dreier, H. H. Goldberger, Mrs. A. B. Hepburn, William Fellowes Morgan, Nathaniel Phillips, Mrs. C. C. Rumsey, Finley J. Shepard, Arthur S. Somers.

The plans of the Americanization Committee under the chairmanship of Mr. Felix M. Warburg have not yet been fully evolved. The delay is due to the necessity of awaiting the steps

that the national government proposes to take in this field. Moreover, it seemed necessary to find just what form the councils themselves would take, as it was considered that they were in themselves the greatest of all Americanization agencies, and the work of the Committee would be largely that of making council work reach and be effective among the foreign-born. The activities usually comprised under the term Americanization were, of course, to be supported. Local committees co-operate with the night schools in forming classes and maintaining interest. But beyond that the aim was to draw the foreign-born into participation in general council activities, whether of welfare work or recreation. Neighborliness operating in a systematic way is the keynote. Efforts will be made to secure the aid on the local committees of the racial leaders who can link their fellow countrymen to the councils. The nucleus of the local committee is, therefore, the local school board, the local racial leadership, and those in charge of the principal council activities. As the Federal government works out its plans, the councils will stand ready to put them into effect.

14. The Constitutional League, Grand Central Palace, New York City:

Who It Is

The following Americans have consented to serve on the committee for the Constitutional League:

Hon. Franklin K. Lane, Secretary of the Interior.

Hon. Alfred E. Smith, Governor of New York.

Hon. Charles Evans Hughes.

Hon. William Philips, First Assistant Secretary of State.

Hon. Franklin D. Roosevelt, First Assistant Secretary of the Navy.

His Eminence Cardinal Gibbons.

Right Reverend Bishop Burch.

Reverend Dr. Joseph Silverman.

Hon. William H. Edwards, Collector of Internal Revenue, New York.

Jeremiah W. Jenks, L. L. D., Ph. D., Publicist.

Colonel Theodore Roosevelt.

Guy Emerson, vice-president, National Bank of Commerce.

Joseph Hartigan, manager, Foreign Language Division, Government Loan Organization.

Jerome A. Myers, manager, Speakers' Bureau, Government Loan Organization.

W. B. Marsh, advertising manager, Government Loan Organization.

Manny Strauss, consultant.

Hon. Herbert C. Pell, Jr., 17th New York Congressional District.

William DeForest Manice, O'Brien, Boardman, Parker & Fox, treasurer.

WHAT IT IS

The Constitutional League is a voluntary association of citizens who believe in the Government of the United States and who consider its underlying principles, as evidenced by the Constitution, a true expression of the fundamental rights and liberties of the people.

ITS PLATFORM

If the people of America read and understand the Constitution of the United States, there will be no question of any other form of government for America.

We have tried the Constitution and it has worked satisfactorily for 135 years, during which time the United States has grown to be the greatest nation in the world. Let us not lightly consider casting it aside.

WHAT IT PROPOSES TO DO

This organization proposes to do the following concrete things:

1. Put a copy of the United States Constitution into every one of the 20,000,000 homes in America.

2. Explain the Constitution by the spoken word in every public forum.

3. Translate the Constitution into not less than sixteen foreign languages commonly spoken and read by Americans of foreign birth and extraction.

4. Explain the Constitution by means of motion picture slides and films in the 16,200 motion picture houses of America.

5. Have the Constitution taught to every American school child.

6. Use the 15,100 newspapers and the thousands of magazines in the country to develop a clearer understanding of the Constitution.

What It Will Accomplish

This organization will seek to accomplish the following results:

1. The preservation of American ideals.
2. The development of a clearer and more general understanding of these ideals by all the people.
3. The encouragement of any activity, whether or not initiated by the League, which will lead to sound Americanism.
4. The encouragement of open discussion of questions affecting the fundamental principles upon which American institutions are based.
5. The education of our alien population in the principles underlying the Constitution of the United States.

What It Will Not Do

The organization will not take part in any activity:

1. Which is controlled in aim by any class, creed or political party.
2. Which seeks the aggrandizement of any individual or group of individuals.
3. Which does not have for its purpose the greatest good of America.
4. Which is purely local.

How It Will Function

The organization proposes to accomplish results entirely through education of the public mind. This will be brought about by means of:

1. Volunteer speakers in motion picture houses, schools, factories and other public forums.
2. The distribution of printed matter.
3. Articles and statements in the public press.
4. Co-operation with other organizations or individuals.

The Extent of Its Work

The territorial extent of the organization's work will be national, limited only by the funds available.

How Its Funds are Used

Any funds contributed to the treasury of this organization will be used as follows:

1. For printing and distribution of literature.
2. In locating and training speakers.
3. For salaries and necessary overhead expenses.
4. For postage and stationery.
5. For motion picture slides and films.

15. Cooper Union, New York City, C. R. Richards, director, October 10, 1919:

"In answer to your letter of October 9th, our work, as far as it touches adult foreigners, is confined entirely to technical and art courses. We do not deal directly with any instruction in Americanization, but count on the general atmosphere of the institution and the social activities of the students to exercise a decided effect in this direction. On Founder's Day and at graduation, loyalty and civic duties are the main theme of the addresses.

"The teachers for these classes of ours are selected with the greatest care, not only as to their technical ability, but with regard to their human qualities as teachers, and with reference to their standing as citizens and members of the community. Our salaries for evening teachers range from four to six dollars a night."

16. Federation of Galician and Bucovinian Jews of America, 66 Second avenue, New York City, J. Kirschenbaum, secretary, March 21, 1920:

STATEMENT OF ACTIVITIES

1. In 1904 the Federation of Galician and Bucovinian Jews of America organized for the purpose of centralizing the Galician and Bucovinian Jews in America for uplifting and Americanizing purposes.

2. The Federation of Galician and Bucovinian Jews of America was successful in organizing about 400 branches — synagogues, organizations and sick benevolent organizations and relief committees. All of these organizations are today doing splendid work to help their brethren in the war stricken countries.

3. Up to the year 1915 the Federation of Gallician and Bucovinian Jews of America was busily engaged in the supporting and keeping up of the Har Moriah Hospital, on Second street and Avenue A. When the war broke out, the Federation of Galician and Bucovinian Jews of America was unable to keep

up this hospital and, therefore, engaged all these branches in patriotic duties. All branches of the Federation were instructed to buy Liberty Loan Bonds and War Saving Stamps. The Federation has volunteered its own speakers and literature for this cause.

4. In the run of this work, the Federation of Galician and Bucovinian Jews of America had deemed it necessary to organize a Reconstruction Committee for the purpose of uplifting morally and financially our people on the other side. The Reconstruction Committee has elected officers of the following men:

Mr. William Fischman, 15 East 26th street, chairman; Mr. Bernard Semel, 90 Grand street, vice-chairman; Mr. Isidore Blauner, 1372 Broadway, treasurer.

5. This Reconstruction Committee has decided to give 15 per cent. to each and every relief committee that has been organized for the purpose of sending relief to their respective towns. With this 15 per cent. the Reconstruction Committee means to encourage these organizations to send their money to the poor and war-stricken people for whom this money was collected. Our office has been advising individuals as well as relief committees to send their relief money abroad in conjunction with either the People's Relief Committee or the Joint Distribution Committee. The money to help the poor and war-stricken people was collected from among the wealthy Jews individually, who are members of our organization.

6. The work that has been engaging the attention of our office from its very inauguration, has been that of locating the relatives of Galicians and Bucovinians in America for the relatives in Europe. We have done this with the co-operation of our foreign offices at Berne and Vienna, which have availed themselves of the foreign newspapers and of lists of the "Kultusgemeinde" in their effort to obtain the accurate whereabouts of Jews long since driven from their native towns. Here, in America, our office has also kept in constant touch with the newspapers, advertising the receipt of the mail, etc. We are constantly receiving important and reliable information for the relief organizations in America, and we, therefore, enable them to have a good way to send their money without any special effort. By giving the addresses to the American relatives of their European relatives, we enable thousands of people on the other side to get direct help from their own people, instead of receiving charity. Our purpose is to help

the Jews on "industrial basis," instead of making them subject to charity. We, therefore, uplift our people on a reconstruction plan.

7. The Federation of Galician and Bucovinian Jews of America knows every one of these societies; comes in personal contact with them; knows their policies, their aims, their views and demands. We know that these organizations have no political policy. Their aim is to help one another financially, and to build up a Social Circle for themselves.

8. Our office today is engaged in giving information to thousands of Galician, Bucovinian and Polish Jews. We are receiving thousands of letters from Europe, which we distribute among the organizations, and which we also give to them personally. This has a splendid moral effect on them.

Relief Organizations which were Influenced Through Our Office to Send Their Money to Their Relatives in Europe, Previous to Our Premium of 15 *Per Cent.*

Long before the Reconstruction Committee had raised the fund for giving 15 per cent. to each relief organization which would send their collected money for the war sufferers in Europe, our office has carried on a wide campaign by organizing the organizations and through newspaper publicity, for the purpose of encouraging the organizations to send their collected relief money to Europe. Among these organizations which we were successful in influencing to do the good work we find that the

Przemysler Relief Committee has sent	$10,000
Tlumaczer Relief Committee has sent	8,000
Stanislauer Relief Committee has sent	6,500
Samborer Relief Committee has sent	4,300
Broder Relief Committee has sent	2,500
Zolkievev Relief Committee has sent	3,650
Horodenker Relief Committee has sent	7,250
Burstiner Relief Committee has sent	3,200
Brzezaner Relief Committee has sent	2,200
Zalezciky Relief Committee has sent	1,850
Uscie-Beskupie Relief Committee has sent	10,000
Tlusta Relief Committee has sent	3,500
Zurawna Relief Committee has sent	2,300
Bolechow Relief Committee has sent	10,000
Drohobycz Relief Committee has sent	6,000

Podhajce Relief Committee has sent	$6,500
Czortkow Relief Committee has sent	10,000
Jaroslaw Relief Committee has sent	650
Sassow Relief Committee has sent	8,500
Nadworna Relief Committee has sent	1,600
Sadagora Relief Committee has sent	6,500
Woulaczer Relief Committee has sent	650
Sokal Belz Relief Committee has sent	875
Dukla Relief Committee has sent	5,000

Activity Report of the Organization for Relief Reorganization Work for Galician and Bucovinian Societies and Relief Organizations

What the Federation of Galician and Bucovinian Jews of America has done for the relief organizations and societies: has aided them in communicating with their relatives and compatriots of the other side; distributed letters from the old country (both for the committee and for individuals); given them information as to how to bring over and send money to their relatives; gave them publicity in the various newspapers and sent special speakers to their meetings; gave them 15 per cent. for each sum which they sent to the war sufferers in their respective city or town for relief.

Bobroka.
Brzezow.
Zablotow.
Zloczow.
Prsemyslaner.
Glinianer.
Dolina.
Wiznitz (Buc).
Grodek-Jag.
Jezierzany b. Czortkow.
Jarczow.
Monasterzyska.
Mosty Wielki.
Krystanopol.
Radichow.
Borislow.
Bolechow.
Zolkow.
Podkamien.
Podwoloczyska.
Dukla.
Skalar.
Sienower.
Petzenizner.
Kolomear.
Kossow.
Korolowka.
Kutty.
Roznatow.
Rzeszow.
Sienowa.

What the Federation of Galician and Bucovinian Jews of America has done for the relief organizations and societies: has aided them in communicating with their relatives and compatriots of the other side; distributed letters from the old country (both for the committee and for individuals); given them information as to how to bring over and sent money to their relatives; gave them publicity in the various newspapers and sent special speakers to their meetings.*

Belz.
Bochna.
Borochaczany.
Bialo-Bieltz.
Bialo b. Tarnopol.
Brody.
Budzanow.
Borszczow.
Buczacz.
Bolszowce.
Biecz.
Burstyn.
Borszow b. Prsemysl.
Brzesko.
Blazowa.
Bratkowce b. Stryj.
Bachorz.
Bablanowa.
Babowa.
Czortkof.
Czernelice.
Czudec.
Cieszanow.
Chorostkow.
Chodrow.
Chirow.
Chierzanow.
Chlebowce.
Chabowka.
Dobromil.
Delatin.
Dombrawa.
Dembic.
Drogina.
Drohobitz.
Dunajew.
Frihstick.
Felstin.
Gologore.
Gorlic.
Grzimalow.
Gribow.
Grodzisk.
Gwodziec.
Horodenka.
Husiatyn.
Halicz.
Husakow.
Hornice.
Jareslow.
Jaslau.
Jaworow.
Jagielnice.
Jaslowce.
Jadlowa.
Jaczczobice.
Jablonow.
Jaworzne.
Kozowa.
Kudrince.
Krasno.
Kamienki.
Kolbaszow.
Krakau.
Kosow.
Komarno.

* Repetition appears in original report submitted to the Committee.

Kopiczynce.
Kolaczyce.
Krakowiec.
Kupna.
Klasno.
Krascienko.
Krinice.
Kurszany.
Kamenice.
Luzan (Buc).
Lezaisk.
Limanow.
Lancut.
Lawoczne.
Lisk.
Lacko.
Lemberg.
Mielec.
Mykolajow.
Moszcyska.
Martinow-nowa.
Muszina.
Morszin.
Mislenic.
Neu-Sandec.
Nowa-Targ.
Nisko.
Nisznow.
Oswencin.
Olchowce.
Olpiny.
Olszice.
Olesky.
Olszany.
Probuzna.
Prochnik.
Perhensk.
Prsemysl.
Podhajce.
Potok-Zlote.
Rawa-Ruska.
Rudny.
Ropienka.
Radinmox.
Radomyszal.
Rozdol.
Rimanow.
Rohatyn.
Sczawnice.
Sutczowaw (Buc).
Sczerziec.
Stanislaw.
Sandowa-Wyszna.
Sandowieczka-Wyszna.
Stristanely.
Sadagora (Buc).
Solotwina.
Sokol.
Sokolow.
Sniatyn.
Strisow.
Strysow.
Skalat.
Sasow.
Sanok.
Sambor.
Stariny.
Skole.
Starosol.
Sendziszow.
Sianky.
Slawsky.
Skala.
Tlumacz.
Tarnobrzedg.
Turka.
Toporow.
Tlusty b. Saleszczykie.
Tauste.
Tismenic.
Tarnopol.
Tarnow.
Trembowla.
Tyczin.

Ulaczkowce.
Ulanow.
Usice Bes Kupie.
Uscie-Dolna.
Uscie-Zielona.
Uhnow.
Wojnicz.
Wytkow-now.
Wojnilow.
Wojtkowa.
Watowice.
Wielkie-Oczy.
Wieliczka-Male.
Wolotzer.
Zamoscz.
Zalosce.
Zurawne.
Zaleszczykie.
Zakoliczyn.
Zasow.
Zagorsz-nowa.
Zbarasz.

9. The Reconstruction Committee from the Federation of Galician and Bucovinian Jews of America has sent clothing for Polish war-stricken people. These clothes will be distributed among our people wherever it will be possible for us to reach them. The clothing was sent through Fred. A. Kirk & Company, Inc., 72 Wall street, New York.

Our Office in Vienna

Our office in Vienna is spreading its activities throughout Poland, and doing very good work among the many Galician and Bucovinian Jews in Vienna. This office is known under the name of the "National Rath." It is an organization which was recognized by the Polish Jews of Eastern Europe. Their leaders are well known Zionists. The office takes care of the children of the refugees, giving them a professional and vocational training. The "National Rath" conducts the following branches and offices:

1. Employment Council, consisting of engineers and professional men qualified to guide applicants by suggestion of vocation or profession most suited to their capabilities.

2. Office presenting statistics of the various industries, technical and architectural, for business men and laborers.

3. Employment Bureau for convenience of employers and employees.

4. Vocational schools, where courses are given in accordance with advice rendered by Employment Council:

1. Artistic bookbinding.
2. Carpentry.
3. Tailoring.
4. Key smithing.

Instruction in the above studies are given by qualified and competent men.

5. Home for workingmen, including
   1. Food.
   2. Lodging.
   3. Laundry and clothing.

Monthly budget for Employment Council is 10,500 K.
Monthly budget for Workingmen's Home is 18,090 K.
Monthly budget for Vocational Schools is 92,002 K.

It is a known fact to most social workers that the "National Rath" is doing supernatural work for the reconstruction of Jewry in Galicia. The entire task of procuring political and economical rights has been accomplished by the "National Rath," through their representative at the Peace Conference in Paris.

17. Finnish Educational Association of Manhattan, 2056 Fifth avenue, New York City, Henry L. Slobodin, attorney, March 23, 1920:

Calendar of the Finnish Workers' Educational Society Club.

Sunday

Morning.—Gymnasium open for general athletic exercises.

Afternoon.—Lectures; debates followed by general discussion mostly on the subject of co-operation and then their use to wage workers.

Evening.—One-act play given by dramatic society; short addresses; reading or recitation, followed by music and dance; singing society, rehearsal, 2 P. M. Circulating library open from 7 P. M. to 9 P. M.

Monday

Men's training night; wrestling; classes in English language.

Tuesday

Meeting of committee on entertainments at 8:30 P. M.; rehearsals of dramatic society; rehearsals of men's singing society; women's training night.

Wednesday

Rehearsals of dramatic society; rehearsals of women's singing society; gymnastics; general athletic exercises; debating club; elocution exercises.

Thursday

Meeting of Naturalization Bureau: first and second papers; class on United States and State Constitution; lectures on civics;

discussions; classes in English language. Circulating library open from 7 P. M. to 9 P. M.

Friday

Lectures on dramatic art; classes in elocution; rehearsals of dramatic society; rehearsals of women's singing society; children's night; singing; dancing; gymnastic exercises; entertainment; buffet.

Saturday

Play by dramatic society, followed by dancing or singing by singing societies; lectures; athletic exercises and dancing.

Reading room open every day from 10 A. M. to 10 P. M.

Information bureau open every week day from 10 A. M. to 10 P. M.

Educational director: Wilhe Hedman.
Dramatic director: Kaarlo Nissinen.
Singing societies director: Juho Koskels.
Athletic director: John Aarins.
Orchestra leader: William E. Stein.
Civics and English: Wilhe Hedman.
Librarian: Wilhe Hedman.
Library of about 1,000 volumes, half English, half Finnish.

18. Girl Scouts, 189 Lexington avenue, New York City, Miss Marion Lee Bishop, local director:

"The Girl Scout organization works with children from ten years of age to eighteen. After that point, they are urged to become leaders of groups. At every meeting, there is a formal opening exercise which includes the salute to the flag and the singing of the first and last stanzas of the 'Star Spangled Banner.'

"Before a girl can become a registered Scout, she must know the history of our flag, a little about her state or town government, the full name of the Governor of her state and the full name of the President. Later, she is urged to earn her civic badge.

"To obtain this badge a Scout must

"1. Be able to recite the preamble to the Constitution.

"2. Be able to state the chief requirements of citizenship of a voter in her state, territory or district.

"3. Be able to outline the principal points in the naturalization laws in the United States.

"4. Know how a president is elected and installed in office, also method of electing vice-president, senators, representatives, giving the term of office and salary of each.

"5. Be able to name the officers of the President's cabinet and their portfolios.

"6. The number of Justices of the Supreme Court of the United States, the method of their appointment and the term of office.

"7. Know how the Governor of her state, the Lieutenant-Governor, Senators and representatives are elected and their term of office. Also explain the government of the District of Columbia and give the method of filling the offices.

"8. Know the principal officers in her town or city and how elected and the term of office.

"9. Know the various city departments, and their duties, such as fire, police, board of health, charities and education.

"10. Be able to name and give location of public buildings and points of interest in her city or town.

"11. Tell the history and object of the Declaration of Independence.

"I am sorry that I cannot give you the numbers of the girls of the various nationalities. But needless to say, we have every type from Chinese and colored girls to Italians, Russians, etc., and they are scattered all over New York State, the greater number of them, however, being about New York City.

"One type of organization work which we do is having our girls act, when possible, as interpreters for people of their nationality who have come to this country and are in some slight difficulty. This has proved to be very helpful both to the child and the families involved. Another type of work which we lay stress on is that of organized troops taking into their groups girls who have been in this country a short time who know little or nothing about our ideals and principles but who are eager for girl companionship and naturally eager to learn all possible about this 'new country.'

"I might illustrate that by an example of a troop in Long Island of girls of the better class who, last week, took in a patrol of eight Italian girls whose parents speak no English and the girls only broken English. A third type of work which we have been able to do is urging our older

girls, that is, over eighteen, to go back into their community and aid in the teaching of English in the night classes. For instance, one Italian girl who has been a Scout for five years is now giving three nights a week to the Public School, teaching her neighborhood fathers and mothers English."

19. Hebrew Sheltering and Immigrant Aid Society of America, 229 East Broadway, New York City, John L. Bernstein, President, December 1, and December 12, 1919:

"The Hebrew Sheltering and Immigrant Aid Society of America is a national institution engaged in Jewish immigrant aid work. It provides immigrants with temporary shelter, food and clothing; it prevents them from becoming public charges by helping them to obtain employment; it discourages their settling in congested cities; it encourages them to follow agricultural pursuits. The Society takes proper measures to prevent ineligible persons from immigrating into the United States.

"The steps we take to prevent such persons from coming to the United States are:

"1. Our Information Bureau is consulted by thousands of persons annually who desire to send for relatives. We elicit from them all information in regard to their relatives and if in our opinion they are inadmissible for reasons above stated, we urge the applicants not to send for them.

"2. We also receive letters from persons throughout the country who desire to send for their relatives. With the information we receive we are often able to advise whether they can send for their relatives.

"3. Often letters are received from individuals abroad giving information about themselves and asking whether they are admissible under our laws. Our answers discourage and prevent ineligibles from coming here.

"4. Organizations abroad also write to us and we urge upon them to see to it that inadmissible persons are not put to the trouble and expense of coming to the United States.

"5. Our office in Yokohama investigates every prospective immigrant and prevents the emigration of persons who are inadmissible. In some cases we have paid the transportation of ineligibles back to the original places from which

they came, in order that they may not make any attempts to sail for the United States.

"6. We have translated into Yiddish, for distribution abroad, the United States Immigration Laws, so that they may be understood by all who read them.

"All our work here and abroad is done with the full knowledge and co-operation of various departments of our government.

"This Society also fosters American ideals among the newcomers and instills in them through a knowledge of American history and institutions a true patriotism and love for their adopted country.

"The Society whose main office is at 229–231 East Broadway, New York City, has branches in Boston, Baltimore, Philadelphia, San Francisco, Seattle, Chicago, and Yokohama, Japan. Offices are also maintained in Washington, D. C., and at Ellis Island, New York Harbor. The Society is also represented in other cities of the United States by national directors whose duty it is to interest themselves in immigrants settling in their respective localities.

"During the year 1918, 648 Jewish immigrants and 934 wayfarers were sheltered in our Home; 114,890 meals were served; employment was found for 2,054 applicants. The Information Bureau dealt with 9,318 cases. The Department of Distribution directly assisted 715 immigrants. The Bureau of Foreign Relations handled 7,339 concrete cases besides answering many thousands of inquiries.

"The Department of Education has been a powerful factor in Americanizing Jewish immigrants. During the period of the war 34,848 immigrants were aided in securing their first papers; 6,676 were helped to obtain their final papers and 113 lectures on American institutions and citizenship were delivered.

"During the period of the war, the Hebrew Sheltering and Immigrant Aid Society of America aided in saving 33,724 Jewish war refugees. Through its efforts these refugees were helped on the journey by being sheltered. They were given such other relief as was necessary and were finally reunited with their relatives in the United States and other countries. For this purpose a Home was opened in Yokohama, Japan, and bureaus were maintained

in Harbin and Vladivostok, the relief work being extended to Irkutsk, Tomsk and Omsk.

"Our statistics show that during the ten years ended December 31, 1918, 482,742 Jewish immigrants entered the United States. These emigrated from practically every country of Europe and the East. The Ellis Island Bureau interceded in 28,884 cases of these immigrants held for special inquiry and succeeded in securing the admission of 22,760 on rehearings and appeals made to the Department of Labor in Washington. The Distribution Department sent 84,023 immigrants to their respective destinations; 32,022 persons were sheltered in the Home, where 1,176,000 meals were served. The Employment Bureau found positions for 21,145 applicants and the Bureau of Education assisted 64,298 immigrants to secure their naturalization papers, conducted 525 classes and lectures on Americanization and distributed 345,661 newspapers and periodicals to immigrants. The Bureau of Information gave advice to 750,000 people. The Bureau of Foreign Relations was of service to 681,816 persons in facilitating communication with relatives.

"Permit me to suggest in connection with your inquiry as to what should be done to interest the immigrant in American institutions, that it might be a good plan to utilize the thousands of foreign organizations conducted by immigrants, such as fraternal lodges, synagogues, churches and ladies' aid societies for the purpose of stimulating Americanization. There are thousands of societies of that kind in New York City alone. By enlisting the aid of all these organizations each one of them would become an Americanization center. Arrangements could be made whereby speakers shall attend the meetings of the societies and deliver addresses upon Americanization or other specific topics affecting this country. These men might also distribute literature written both in English and in the mother tongue of the immigrant upon American history, civics, etc.

"Aside from lectures and literature, the immigrants might be reached through classes. The classes should be for adults and such youths as are too old to attend the day schools. The difficulty, it seems to me, has hitherto been to attract sufficient adults to the night classes. Toiling workers have

been too tired to take advantage of these educational facilities. Women have hardly been reached at all. We would suggest the opening of what is termed 'twilight classes.' These classes would meet between the time the workers leave the shops and before they sit down to supper. These classes could be conducted in the vicinity of the factories and should last for about three-quarters of an hour, daily. Such a system would have the advantage of not depriving the men and women and particularly the young people of their evening recreation. Special classes should be opened for adult women, not necessarily workers, but the mothers who at present have no opportunity to learn English.

"It is also suggested that the various Boards of Education, Chambers of Commerce and other local community organizations should also co-operate in this work. Literature dealing specifically with Americanization should be printed in the mother tongue of the immigrants. This literature should deal with the broad aspects of American history, the purposes of American institutions and the duties of citizens. As the immigrant becomes more versatile in English, he should be given simple English books to read."

20. The Hungarian Society of New York, 126th street and Lenox avenue, New York City, Joseph Birnbaum, secretary, March 22, 1920:

Article I

Records and Objects of the Society

Section 1. The records of this Society shall be kept in the English language.

Section 2. The objects of the Society are:

(a) To pay sick benefit to members and to give financial aid to distressed worthy members, as in the by-laws provided.

(b) To grant privileges and rights hereinafter specified upon the death of a member.

(c) To pay death benefit hereafter specified to the widow or children of a deceased member, or to those entitled thereto as hereinafter set forth.

(d) To foster the spirit of sociability and fraternity amongst the members.

ARTICLE II

Admission of Candidates

Section 1. A candidate for admission must not be less than 21 years of age and shall not be eligible for membership after attaining his fortieth birthday. He, and if married, his wife, must be of the Jewish faith.

Section 2. He must also be a resident of the City of New York at the time of filing his application; must be mentally and physically sound, and of good moral character and fully able to properly support himself and family, or those dependent upon him.

21. Immigrant Publication Society, 241 Fifth avenue, New York City, John Foster Carr, director (also chairman, American Library Association):

Mr. Carr came to the office of the Committee during March, 1920, to describe the work of the associations with which he is connected.

The American Library Association expects to spend $75,000 in the next three years in immigrant work. There are about 800 libraries in the Association.

The Immigrant Publication Society aims to co-operate with these libraries and has already issued lists of good books in Italian describing the United States and its institutions. Similar lists are in preparation covering the Yiddish language, Hebrew, Spanish and French. Still others will be covered later.

Mr. Carr made this statement: "There does not exist in any foreign language an acceptable history of the United States—that is, short and interesting. The best one is in Yiddish, the author being a radical Socialist. There should be many good ones, of course. There should also be a good guide to farming and agriculture in foreign languages."

In all its work the Immigrant Publication Society co-operates with the foreign-born themselves. Mr. Carr has studied the immigrant for many years.

The work of Mrs. Eleanor E. Ledbetter of the Cleveland Public Library is described in a leaflet published by the Immigrant Publication Society. It is so unique and has been the object of so much favorable comment from various sources from which the Committee has gathered its information, that we quote it here in full:

WINNING FRIENDS AND CITIZENS FOR AMERICA

By Eleanor E. Ledbetter

"Free Public Library" in five different languages on the glass of the front doors extends a welcome to them. It can be read from the passing street cars. And in such crowds with new world eagerness they come, that our door-step was worn one-third through within five years. Besides the swarms of daily casual visitors, we boast 10,000 names on our register of borrowers, and not more than one name in twenty-five can be correctly pronounced by the average American. We know that from frequent amusing tests.

Our readers vary with the hours. In the morning come old men, moving slowly and often bent with age; busy housewives with market baskets on their arms; dear old ladies with kerchiefs on their heads. At midday we have well-set-up workers from the nearby offices who spend part of their noon hour with us. After school, promptly after three, throngs of school children rush in, often leading the little brothers and sisters with them. At night our crowds are mostly working men and girls, who have had their supper, changed their clothes, and come to us for an hour, or for the evening. Here and there in the current, too, is a boy who seems about to qualify as a corner loafer, or a girl, whose gaudy clothes and bold manner make you tremble for her future. Nearly all speak in strange tongues and many a one wears some bit of strange dress.

There are those who talk of "foreigners" as of some queer kind of wild animal, to be approached only to within a discreet distance, and that, when armed with an elephant hook or an iron-tipped spike. The anxiety with which an occasional friend regards an excursion into the "foreign districts" makes one laugh, when it is not too exasperating.

The truth of the matter is that foreigners are "just folks," like the rest of us, and the first essential to any successful library work among them is to get rid of the separating idea implied in the use of the word "foreign." We humans have resemblances, as our Shylock maintained in wrathful logic, to cover every need and act of life. Why should we magnify differences until we wound hearts and "teach villany"? To be sure all people of foreign birth are not alike, nor are any of them just like Americans. It is only fair, however, to remember that no two Americans are just alike. The Bohemian and the Pole, those brother

Slavs, in all essentials of thought and living, differ no more widely than the New Englander and the Southerner, or the Southerner and the Westerner. The word "foreigner" is, therefore, only a term of convenience, not of large descriptive value, and after my years among them, our friends in the "foreign districts" certainly seem to me to differ from the American stock, not in fundamentals but only in minor characteristics. Like us, they are honest and sincere, or the reverse. They love and hate, they trust and distrust, just as we do. They are kind friends, good neighbors, intensely grateful for kindness from others, and, to their credit, be it said, less nervous and more even tempered than we are.

They are separated from us mostly, because they do not understand English, but friendly intercourse is still possible on the basis of common needs and common experience. The smile of true fellowship, the little instinctive act of human interest, like picking up a child's toy, or helping a woman with her bundles, the contagion of laughter over one's desperate efforts to be understood, these are a part of the universal language which serves for all races. A mother need not understand English to have her heart warmed by one's admiration of her baby. She appreciates the interest shown in straightening her boy's coat collar, or in finding him a book that suits him, even though she does not understand a word of the conversation which accompanies the pantomime.

To do successful work among these people then, it is necessary, first of all, for the librarian to meet them with a human interest, strong enough to express itself without the aid of English. It is necessary that she go out and get acquainted with her people as they live their common every-day life, as they nurse the numerous babies or bargain for the family provisions at the market.

Indeed, I count no part of my day more profitably spent than that while I am waiting my turn at the meat market. Before its spotless benches stand a throng of women, chattering a babel of languages. One always feels that if one listens hard enough one may understand what they are saying and so, listening, I wait half an hour for my turn and then forget to claim it when it comes. Once I may have thought myself superior to any butcher, but this butcher commands four languages, while I have only one and, though I acknowledge it with regret, I fear he is my superior in ready courtesy.

I reached this humble conclusion one day when I had listened to an animated discussion, partly in English, partly in Bohemian, regarding a "first cut" of beef. The customer objected to the piece offered. It was not what she had asked for, she said, and she maintained her point until it was admitted that one cut of steak had been taken from the joint. I said: "I wish I could ever hope to know as much about meat as that." Chesterfield himself could have made no better reply than the sauve: "You must remember, Mrs. Ledbetter, that she has kept house a good many more years than you have."

I have always remembered, too, with chagrin, how long it took me to realize that here one should say, "Goodbye," on leaving a store. Failure to do so is a social error, which is barely excusable on the grounds of ignorance.

And a German woman, whom once I should have estimated simply from her appearance, since she wears neither corset, collar, nor hat, taught me the fallacy of superficial judgment by telling me where to find the best receipts for canning vegetables, and by furnishing valuable annotations from her own experience. I understand now, that if she does not dress as I expect a woman to do, it is not from ignorance but from deliberate choice. And who shall say that her choice is not wise? Not I!

Thus getting to know my neighbors accomplishes a two-fold purpose. It cultivates a healthy humility in me since, wherever I am, on the street or in the market-place, I learn so much from them. And it creates a friendly feeling between us that paves the way for them to the library. There, at least, I have something to give them.

The immediate neighborhood about our library is all Bohemian and German, fully 90 per cent. Bohemian. Just beyond is a district, chiefly Polish, which we also reach, and to the east, within walking distance, is a Slovenian colony of 4,000 people. The Slovenians are commonly called "Grieners," a term probably derived from "Krain," the German name of their home country of Carniola, a province of lower Austria. "Greiner," however, is not without offense and its use can only be considered a vulgarism. Besides these four peoples, not far away and frequent readers of ours, we have some Croatians, Hungarians, Slovaks, Lithuanians, Russians, Finns, Swedes, Italians, Armenians and Roumanians. The extent to which the various races and languages are mingled is well illustrated in a family, one member

of which visits the library to draw books for all. His parents are Slovak; he himself reads English, German, and Bohemian; while his wife is Hungarian.

In meeting these foreign friends of ours, you must know something of their social and historical backgrounds. You must know, for instance that the Slav races have often maintained their own languages at incredible cost and that this fight to preserve their native tongue has enabled each people to keep some remnant of unity in spite of fearful oppression. There is a little story of Daudet's called the "Last Lesson," which etches a vivid picture of a nation's bitterness, when compelled, as was Alsace-Lorraine, to swallow the nauseous dose of a conquerer's speech. The old schoolmaster's shaking voice echoed the heart vow of a whole people, groaning under the new tyranny of Prussia. For when he had heard the last recitation in the beloved tongue and his sturdy little Frenchmen were putting their French primers away forever, he said: "You must never forget your native language. No nation can be entirely conquered as long as it keeps that."

Thus the unhappy Pole, in spite of the terrors of oppression, clings to the language of his forefathers. Poland, "the knight among nations," was three times brutually divided by its conquerors and is still a nation without a government. But, we should never forget — it is a personal debt for each one of us — that when, 250 years ago, the infidel Turks were before the gates of Vienna and all Europe and our whole Western civilization were in danger, it was Poland's king, John Sobieski, passionately supported by the whole Polish nation, who sprang forward and turned them back.

Do you fear Polish illiteracy? Then you do not know that in the year 1500 the Poles had a school for every 2,250 inhabitants; that they had the first governmental department of education in the world; that after the partition of their native land, whenever a breathing spell came in the heart-breaking struggle for freedom, the libraries and schools were laboriously rebuilt; that even under the tyranny of the knout the work prospered, a great national movement, to teach children secretly the forbidden arts of reading and writing; that today one popular Polish educational society has enrolled 38,000 members; and that now, although the Poles have been compelled to speak Russian in one place and German in another, Polish literature still thrives

wonderfully. If you take the trouble to look, you will find their literary societies everywhere among us here in America, and only a little while ago we read that they had founded another college in Pennsylvania.

And the Bohemian! You should know and remember that he is proudly conscious that his nation led all Europe in culture in the fifteenth and sixteenth centuries. The University of Prague was founded more than fifty years before the German universities — it counted more than 7,000 students in 1378 — and for long years was the intellectual center of the continent. But in 1620 Bohemia was overwhelmingly defeated by the massed forces of Germany and, in the black years which followed, Bohemia's rich and abundant literature was destroyed. For very nearly two centuries the life of the nation was almost obliterated. Even the preservation of the language was long in doubt. Then about the time of our Revolution there was a new birth of the national spirit. The official recognition of the Bohemian language was secured and a foundation was laid for the important literature of modern Bohemia. With these historical backgrounds in view, the purchase of Polish and Bohemian books for our libraries cannot be regarded simply as a concession to the taste and wishes of "ignorant foreigners," called "ignorant" often only because they do not know English. On the contrary, these books form an addition to our shelves of really valuable and distinctive works of literature, for which we are fortunate to have readers sufficient to justify their purchase.

And how do these Bohemians and Poles and people of many other nations respond to our efforts to give them something from our library? They come! Not only our worn doorstep but the crowds in our reading rooms every afternoon and evening give heartening proof of it. The daily average during the winter months runs to well over a thousand. And this counts only those who sit down and read. Many, many more exchange their books without stopping. Our circulation is intensive, for we have only some 4,000 Bohemian books and about the same number of Polish, besides a fair German collection. These are in constant use and their circulation represents so much more pleasure and satisfaction. To meet our demands last year we had to borrow books in fourteen other languages from the city library system. For to find books in one's own language in a foreign land is next to finding living friends, and only the exile can appreciate what it means.

The Sunday edition of a Bohemian daily recently gave up its entire first page to an industrial article about us, the inch-high heading of which, translated, reads: "The Broadway Free Library, the Pride of the Bohemian One-Fourth of Our City." Such interest, undoubtedly sincere, warms the very cockles of our hearts, but its value to the world at large lies in its unconscious betrayal of civic pride. And for our own profitable inspiration we feel that the public institution, which can arouse this feeling in a neighborhood of foreign-born, is making thereby a contribution to citizenship, perhaps equal in value to its work as an institution. And how proud we are of the loyalty of our foreign-born friends! In the second Liberty Loan campaign, the two wards nearest our library made the best showing of any wards in the city both as to total amount and as to the number of individual subscriptions.

In opening up what one might call "this new field," there are several important avenues of approach. There are the clubs of many kinds, often very generously helpful, and there is the press. The foreign language newspapers are almost invariably edited by men of good general intelligence, who are vitally interested in the progress of their race. They have usually been in this country a long time, perhaps were even born here of foreign parents, and they understand American institutions and ideals. The library needs no explaining to them; often they are the ones to assist in making up the titles for your first book-order, when you decide to start a shelf in their native language. And they are more than glad to make announcement when the books come. Their whole attitude is one of friendliness and co-operation and, as their papers often have wide circulation, they are very valuable allies.

Equally helpful is the interest of the priest, without whose consent one may not visit the parochial schools. His general attitude is that of a shepherd guarding his flock and, as behooves a careful shepherd, particularly if he is a newcomer himself, he is apt to be suspicious of all strangers. He may have been brought up in an atmosphere of distrust. He may have come from a country where the separation of church and state really means the hostility of the state to the church, and not as with us, the benevolent interest of the state in every sincere religious work. And like many another immigrant he may have had disillusioning experiences on first landing in America. The public library may be unknown

to him and he may fear some ulterior motive. But he is certain to believe in books, and often lends his own collection among his parishioners, so the problem becomes simply that of getting acquainted.

This is not always easy. It is certain to require tact and, particularly if the priest is a stranger to American life, certain unsuspected conventionalities of approach. It puts one in a position to receive consideration, if a little trouble is taken to do the correct thing. The time to go to him with your definite errand usually is between nine and eleven in the morning, when the clergy keep what are practically office hours. You should never go on Saturday or on great church days. And since the American business woman's freedom may seem lack of propriety to a man bred in an old fashioned world of reserve, it is better for you to take a companion. You may need to seek an introduction from someone who has his confidence. If you call without this formal preliminary, he may open the door a crack, threatening to close it immediately, until you win a grave smile from him, as firmly, appealingly, you place your hand on the knob. But even such cases of apparently hopeless "frost" in the beginning eventually melt most delightfully and, at your very next visit, you may be invited in and have the opportunity to engage in a very intelligent general discussion — sometimes in broken English on his part, and sometimes in still more broken German on yours, for German is a kind of *lingua franca* with these Slavic peoples — on the value of reading to supplement school work and the resources of the library along these lines. If you want to make the evidence of your good will overwhelming, you then only need ask him to suggest a few useful books that the library could supply. That there are certain due limits of choice he will easily understand. Once we have gotten acquainted I like to call about twice a year just to keep him reminded of the library. The Sisters who teach in the parochial schools sometimes have an idea that the library contains only "silly books." Then we ask permission to send a small collection for their examination. When finally "Sister Superior" begins to send to the library for books for her own use, we know that the parochial school is won. And what a friend it can be!

We are continually pushing our work in many less formal ways. Any reasonable pretext for a "home visit" is seized upon and, where, as in a recent case, twenty-eight children of the neighborhood crowd in to assist at the interview, we feel that the library

has received valuable advertising. We never seem to get out of range of children who announce to the world at large: "Here come the libery teachers." Even the grown people notice us, as was evidenced by the neighbor who, called to act as interpreter, said: "I seen two nice laties coming down the street, and I t'ought, 'Where is dey going?'" We were obliged to hasten this interview, as she had left her baby on the bed and was afraid it would roll off. She was only a young thing herself, but she said: "I got two babies, and one dead alretty, that makes three." We did not know whether she wanted us to congratulate her on the number or to condole with her on her loss!

On such trips in the neighborhood, we take a supply of circulars and placards in the various languages and visit some of the little groceries, of which there is at least one in every block. Each little store is the social center of its group of customers, and no better place can be found from which to start a bit of useful gossip about the library. So we step in, introduce ourselves to the proprietor, who is invariably a woman, — the man of the family being employed in the mills or at his trade. She always knows a few words of English, though sometimes it is difficult to find the right ones. She tries to understand as hard as we try to make her and, with much laughter among us all, some degree of success is attained. When we bring out the placard, she gives us choice of all the available space in the shop — sometimes there isn't much — and we put it up ourselves, having learned never to be without the indispensable box of thumb-tacks. Then we leave a handful of circulars to be distributed among her customers and, after urging her to be sure to come to the library herself or, if she hasn't time, to let the children "fetch her some nice book," we go on to the next block, assured that our visit will be discussed throughout the neighborhood within a few hours.

For these visits the little folks are always the best interpreters. Generally speaking, all the children speak and read English. This is, because, very easily their associations become English-speaking. It is the new language that they hear on the street and in the school. The public schools, of course, use nothing else and most of the parochial schools use English the greater part of the day. English rules, though the child's home surroundings may compel a colloquial use of his mother's tongue.

I said "mother's" intentionally, for here is the tragedy of the immigrant woman's life. Her children learn English in school

and in the street; her husband learns it at work; but she learns only at second hand the few words that husband and children bring within the home. One woman I knew was considered to have died of loneliness. The family had prospered and had built a nice home in a good neighborhood, but she had no one to talk to.

It is to such people that our foreign books mean the most. The second generation use them but little, the third not at all. But for the first generation, particularly for the old people and the women, they are a priceless boon.

The most comprehensive round of visits that we have ever made was in connection with the distribution of our printed Polish catalogue. While it was in press, envelopes were addressed — with the greatest pains taken to have the names spelled correctly — to all our Polish borrowers and, also to the members of all Polish churches, lodges and societies which had available lists. The finding lists were then enclosed, together with an illustrated circular in Polish, descriptive of the library. We added our English lists, "Books for beginners in English" and "Books about Citizenship, United States History and Government." These envelopes were then arrangd by streets and routes for distribution. This was made really personal. If the person addressed had moved, his new address was secured, if possible. And if his successors were Polish, our leaflets were, of course, left with them.

In districts where we wished an opportunity to observe living conditions, the visitor lingered and allowed the conversation to drift away from its original subject to a variety of friendly topics. Where we expected least English to be spoken, the route was covered by a Polish-speaking assistant. But anyone can, when put to it, pronounce a name with a rising inflection which will ask: "Are you so and so?" If the person addressed was not the right one, then "Polski?" was a very serviceable word of introduction.

While this distribution was going on, a little girl came to the library, saying: "All the other Polish people on our street got their books, but ours did not come. So my father sent me down after it." And a woman who first became acquainted with the library at this time, told us later, in Polish: "My husband used to drink and beat me, but since he found that he can get Polish books at the library, he reads with us every evening and our home is very happy."

The most inspiring visits are probably those made to night schools. During the winter months there are, within walking distance of the library, six night schools, having a registration each year of six or seven hundred persons, all trying to learn "the English." It is pathetic to see men and women of all ages, often gray-headed, and with toil-worn hands, weary after a day's work, still ambitious enough to spend an evening at night school. They work so hard over a "First Reader" or "English for Foreigners" that one feels it a high privilege to be able to offer them aid. We have, therefore, made a collection of "Books for Beginners in English." It includes not only the usual books for study, but some "easy reading" books from the children's room, whose contents are sufficiently practical and informing to be interesting to adults. These books are eagerly welcomed by the working men, who are our most diligent readers. They wish knowledge for practical purposes only, with no consideration of literature. They have learned the vocabulary of work from the foreman and their fellow-workmen. And when they have read a certain number of "easy books," they are able to graduate to the newspapers. Thus equipped, they often think that they have English sufficient for their needs. We watch over these "beginners" hopefully, however, and should feel that we had failed if one were to become discouraged, or to leave the library unsatisfied. We try to recruit their numbers, too, from among our readers, who come for foreign books, and who speak little or no English. Without appearing officious, we call their attention to these books quite casually in passing and then, if they seem interested, we pause to show them the most attractive and practical book on learning English that we can find. Of course, citizenship follows English and this leads directly to our Friday evening citizenship classes. It is a great pity that to enlist their interest and help them in these first steps that there are so few good books about America in the foreign languages. Descriptions of American life and manners, histories and books about politics are greatly needed. What books do our readers choose? Works of fiction in foreign languages are not in so great demand as might be supposed. But a few are popular in all languages. Among them are "Ben Hur," "Robinson Crusoe," "Uncle Tom's Cabin," "With Fire and Sword," and De Amicis' "Heart of a Boy." Most of the standard novels, particularly those of Dickens and Dumas, circulate well in Bohemia and Polish. "I Promessi Sposi" is vastly

more popular in Bohemian than in English with us. Tolstoi is eagerly read.

Cook books are in great demand, too, and it is an indication of the cosmopolitanism of our clientele that, when a child says: "I want a cook book for mother," we ask automatically, "In English?"

The Bible is constantly asked for in all languages. A little boy returning a copy recently which he had had a month asked anxiously if he might not keep it for three months more. Being told that that would not be possible, he explained, pleadingly: "But my father wants to read it through. He can't read all the time, for he has to work." It was the Bible in Polish, and, alas, the mark was at the 27th chapter of Genesis.

Technical books of all kinds are heavily used. Books on the mechanism of automobiles are in constant demand, while those intended for the users of motor cars are little called for. In all mechanical lines, in fact, our interests are with the ones who make, rather than the ones who use; the producers, not the spenders. History, science, and socialism are popular subjects. We always have some students bent on self-culture. There was a barber who came in regularly for such topics as "a description of an awfully mean man," "an account of a political convention," "description of a sunset." He was taking a correspondence course in English. A second-hand store man read exhaustively one winter in Goldsmith and Addison. A Bohemian young man of my acquaintance has the best general knowledge of English literature of any one I have known. He had to go to work immediately after finishing grammar school, but as he is a natural student, he has employed his evenings wonderfully to his advantage. His opinions of authors and their individual works are entirely original and are thought out so deliberately and with such clearness of judgment that they are more definite and balanced than ours, which are influenced more or less by the opinions our teachers and professors and laborious critics have handed on to us.

A social worker once asked me in patronizing tones: "Now, what kind of books do these people read?" I answered with some indignation, "Just the same kind as other people." But I think they read better books than the people of the average American community. How many Americans habitually read fiction of the grade of Seinkiewicz? Yet his works are always

the most popular of Polish books. The thirst for knowledge seems greater among the foreign-born than among us. Ambition is a motive of real force with them, evidenced to us in a hundred ways.

We do all in our power to stimulate these ambitions. And we have our chance, because our public is very diffident. It is only the high school or college student who walks in arrogantly and demands the satisfaction of his needs. The "average reader" enters modestly, answers our "Good evening" with reserve, and tries at once to eliminate himself from our vision. A little later he may be seen gazing in a dazed sort of way at the shelves where the religious books are found. Questioned, he says he doesn't want anything in particular, "just to look 'round." The discerning assistant knows better, however, and points out an interesting book here and there, with a simple summary of its theme. Soon she evokes an answering spark. He grows confidential and explains that what he really wants is something to improve his English. He had left school after the fifth grade but, through a night-school course, has fitted himself for a good position, where he now feels the insufficiency of his vocabulary. Of course, he does not say it in these words. It is because he can't express himself that he has come to the library for help.

Or it may be that he only wants a "story book — a *roman*, you know — for the Missis," but in either case he would continue to hunt blindly if we did not seek his confidence. And we are particularly glad to get a chance to help the "Missis."

An old Bohemian was seen with the vague look, which is a sure index of such a search. He rejected our first overtures but finally, in a burst of confidence, explained that for two years he had been wishing to find a book he had once had. He did not know the title nor the author nor anything about it but, oh, yes, he did know the contents. "It was about a leetle kid — a boy, you know — what lived with de animals — like animal, you know." The immediate production of the "Jungle Book" gave him a pleasure that was really touching and he explained to every assistant on his way out how long he had wanted that book, how he had once spent a whole afternoon looking for it, and how he had "never t'ought to find it."

A very gratifying incident was that of the chemist to whom "Adrift on an Ice Pan" was recommended as a book likely to interest him. Returning it, he reported enthusiastically the impression made upon him by Dr. Grenfell's courage, resource-

fulness and indomitable resolution. Recognizing St. Anthony's as a familiar name, he looked up his letter-files, found that his firm had been sending anesthetics there, and at once gave practical proof of his interest by writing to Dr. Grenfell that thereafter such supplies would be furnished to St. Anthony's without charge.

Quite different is the story of the nineteen year old lad who came in because he had no other place to go and requested information about the workhouse. Without going out for a meal the poor boy sat in his chair all day, with a hunted look, as if he expected to be taken into custody any minute. In the course of the afternoon he unfolded his tale. He had seen a fellow-workman mangled and had in consequence lost his nerve and quit his job. His father had no sympathy with such softness of fibre, his stepmother naturally had less, and they had had him arrested as a vagrant. The judge had given him ten days in which to find a job — a sentence of bitter irony, at a season of the year when better workmen were being laid off all around. He spent three days with us and then, just when, through the agency of one of our club leaders, a job seemed near, he disappeared, and we understood that he had been "caught." Six weeks later he escaped from the workhouse. He came in to finish the book "Starting in Life," then went over to the police station and gave himself up for the rest of his term.

It is pleasant to relate that the poor fellow got a job after his release; and the last time I saw him he said that he couldn't stay long because he was in a hurry "to go and see his girl."

In Cleveland our foreign branches are considered posts of honor. The new assistant learns more from the atmosphere of the place than from specific instructions. She sees that the greater the "foreignness" the greater must be the effort to understand, the more pronounced must be the courtesy. When a foreign-born man gets inside the door and his courage seems to fail, every one understands that some one must go to him, and make at least the gestures which say, "Come in." Any one can ask: "Ceski?" "Polski?" "Russki?" By that time he says, perhaps: "No, Slovenski." And then one looks for the right interpreter. We cannot well get along without assistants who speak the languages. But if it happens that there is not one on duty we can almost always find a reader who is glad to help. With new borrowers, who do speak some English, I always tell the

right assistant: "Just drop into Polish — or his native tongue, whatever it may be — before he leaves, so as to make him feel more at home in the library." The new assistant quickly grasps all this. The one thing I often have to take up with her is her criticism of "these unpronounceable names." She only needs to be told that these languages, for all their apparent difficulties, are absolutely phonetic, that CZ, for instance, is exactly as good a combination of letters as its English equivalent CH, and so forth!

Our circulation of adult English fiction, like foreign fiction, is small, proportionately, compared with that of most public libraries, but it furnishes a very interesting part of our work, as we have large opportunity for guiding the reading. Our readers, here again, are not influenced by the literary standing of the authors who please them, as a rule, in fact, they pay very little attention to the author. All they ask is that he shall have written "a good story." They rely upon the library assistants very largely for the selection, and while we do not need to have the last best seller unless it is really worth having, we must at all times be able to recommend "two good love novels for myself;" "a nice story for my mother;" "a western story for my big brother;" a sea story for my pa;" "a love story for a married lady," and "a book for a young lady twenty-two years of age."

In making these recommendations, we try always to keep in mind the cultivation of ideals. There are too many among our readers who think that to succeed means to acquire property, to have good things to eat, or to achieve the extreme style in clothing and hair-dressing. Books of direct ethical teaching do not touch these people, but they are, nevertheless, greatly influenced by what they read. The refined, unselfish heroine and the dauntless hero, who places honor above worldly gain, have a real mission to perform and furnish standards by which the daily life is more or less unconsciously measured.

Standards of living are raised, also. The girl who shares her attic bedroom with both brothers and sisters is not slow to discern that all the heroines of fiction go to bed in night-gowns and sleep between sheets. Observation of the shop windows shows her that such customs are not confined to fiction, and she develops a discontent which is appeased only when the family move to a larger house on a better street, where there are bedrooms enough to meet the standards of propriety which she has learned in her reading.

The interest of these girls in books of etiquette is rather pathetic, and one sees that the ambition that drives the young men to technical books is the same force which makes the young woman desire to raise the social status of the family.

But, when all is said, probably our best work is done in the children's room. For this is fundamental. The little ones come to us when they can only look at picture-books. Usually they are brought by the older brothers and sisters, or by the uncles and aunts, who are still children themselves. It is not uncommon for children to bring their little kinsmen to the library the day after they arrive in Cleveland, fresh from the journey across the seas, and the pride of our little friends in the introduction, their zeal as interpreters, is very amusing. Nowhere can be seen tenderer care of the little children by the big ones. "Our baby," on his first visit to the library, is introduced to all the "libery teachers" and is quite the guest of honor. As soon as he learns to write his name he "starts libery," and the children's librarians have the responsibility of his reading from the very beginning. It is directed, partly by personal attention and partly through the influence of the "story hour," to make use of which he arrives before the doors are opened on Saturday morning.

A Sister at one of the parochial schools told us of a little girl whose absence from school on Friday afternoons had become so usual that the Sister sent for her mother to expostulate. The mother was regretful, but explained that it was necessary, since she had to have her at home to help scrub and clean the house. "But why can't she do that on Saturday morning?" asked the Sister. "Oh, but on Saturday she must dress herself and go to the library to hear the stories," replied the mother. And the best of it, from our point of view, was that the Sister generously let it go at that.

Our children do not care much for fiction. But they are devoted to fairy tales, especially the folk tales of primitive days for which they have a remarkable fondness. The literature of fact is very interesting to them, and history, biography, science and the useful arts are better read than any fiction.

Any casual observer in this community can see the difference between the children who read and those who do not. The children who do not read have a vocabulary so limited, a power of expression so feeble, that it is often positively painful to hear them try to tell you something; while the children who have been

in the habit of using the library speak freely and fluently; even though English is not used in their homes. And the library reinforces the work of the school in other ways, teaching the children many things outside of books, too — cleanliness, order, care of public property, regard for the rights and convenience of others, respect for authority. The regard for our books as public property is very high. The obligation felt to the library by our readers was dramatically expressed by a little Slovenian girl who came in all out of breath and explained without a pause, but with plenty of expression: "This book was due yesterday, and I forgot all about it, and today I said to my mother, 'Oh, mother. this book belonged to go back to the libery yesterday!' and she said, 'My God, you run!'"

Our community has come to learn that we will serve almost any friendly need. A boy begged the janitor to let him in at six o'clock one winter morning, saying, "I want to wash. Our water's all froze." A lost baby was brought over from the police station where the officers had been unable to calm her "hysterics." Even she felt herself among friends and slept peacefully in our staff room until the frantic mother came after her.

Discipline? Well, we have our troubles, the most serious of which are with the working boys from fourteen to eighteen, whose roughness, ignorance and uncouthness make them really objects for pity, though, unhappily, that is not the sentiment they most often inspire. My own feeling toward them has never been very harsh since the night when I took a firm grasp of the arm of a fifteen year old boy who had committed a very serious offense. I was shocked to find my hand close round his arm more easily than it did around the arm of my own little six year old. I took a fresh look at him, and saw that he had probably never had a really square meal in his life, that he probably had no decent bed, and certainly never lived where fresh air was considered necessary, and my righteous wrath at the offense faded into pity for the offender.

Of course the real point is that the library is not what these boys want at all. They come because it is the only place that is warm and free. When the city government was seized with a sudden access of zeal for the enforcement of the ordinance excluding minors from poolrooms, as many as two hundred boys of this type visited our reading-rooms every evening, held books in front of them and tried to look interested in the printed pages. In fact

very few of the were capable of reading seriously, and the best we could expect from most of them was to look quietly at pictures in the illustrated magazines, which we had bound for their special benefit. Even this they generally could not do for more than half an hour at a time.

With the younger children, misbehavior is comparatively easy to manage. There are mischievous ones sometimes, like Alfred, to whom I said one day: "Why did you come in today, Alfred? You didn't want to read." "Oh," said Alfred, "Anton said, 'Come on, let's go to the libery and get chugged out.'" But, in general, they all realize how infinitely attractive the library looks to the "fellow" who has been "chugged out." If, however, misbehavior becomes too frequent, we make a "home visit," which proceeds along this order: In response to our repeated knocks the door is cautiously opened a few inches and we ask: "Is this Mrs. Kowalski?" She nods guardedly, leaving us doubtful as to just how much English she understands. But we proceed: "Emil's mother?" She nods more freely. She acknowledges Emil. "We are from the library. We want to speak with you—" "Oh"—a long-drawn sound of comprehension—"the ladies from the libery! Come in, come in:" The door is flung wide. If it is a home of the better class we are ushered into a neat, well-furnished parlor. If a poorer home, the door opens directly into the kitchen living-room, where chairs are cleared of their contents and dusted for us, and the babies are shooed out of the way.

We plunge at once into our errand. "Emil hasn't been behaving very well at the library lately, and we thought you would like to know about it." She assents, and we give an explicit account of Emil's offenses and the penalties, if any, making clear our reliance upon her co-operation. She is pained, she thanks us for coming to tell her, and she says concisely: "I 'tend to dat Emil." When we leave she says again, "I am 'shamed dat you ladies had to have so much trouble, to come here 'bout dat Emil."

This interview varies according to the mother's English. If she does not speak English herself, there is usually in the house a daughter "out of school," or a younger sister, who can act as interpreter. Sometimes she goes far afield, leaving us in the yard, uncertain as to what we have to expect. Only once have we failed entirely. That time we waited patiently a long while, but when she came back, instead of bringing an interpreter, she had only a bucket of coals!

Naturally, handling the numbers we do, we have to be always on the alert. The gong of an ambulance or the clang of a fire engine is a call to quarters for our staff. Each assistant puts herself instantly in the best position she can reach to command the exits, and prevent a rush. One day, reaching out to stop a boy who had taken the first flight of steps at a leap, I caught his shirt and it tore. He was very angry and proposed to stop right then and there and make me pay for it, but a companion interposed: "Aw g'wan! Your mother didn't sew it good, anyhow!"

Each year has seen the library grow to be more and more a part of the community life. New interests, new lines of work are constantly developing. Our public has grown less diffident, and its wants have increased, both in number and in definiteness. Probably in no other sort of a neighborhood is it ever possible to open so many new interests to one's readers, to afford such genuine delight as is often expressed in the exclamation: "I did not know there were such books!"

The rewards to the librarian? The greatest, it seems to me, is to be a part of a life that is real!

Cleveland Public Library, William H. Brett, librarian: "We are ordering a number of duplicate copies to use in various ways at the different branches where we have Italian readers. One of these uses which may be suggestive to other libraries is the cutting up of several copies of the list and pasting the annotations about the books into the front of the books themselves. The principal purpose in doing this will be to help the library assistants, who do not read Italian, to some knowledge of the contents of the books; but we hope it will also be somewhat useful to the Italian readers themselves, especially as they begin reading English."

Detroit Public Library, library assistant in charge of Italian Department, from a special report sent by Adam Strohm, librarian: "A great help to both the Italians and us. We are using it daily in selecting books for our patrons and in purchasing new books. The introductory chapters to the bibliography are enjoyable and profitable; they are a heart to heart talk, strengthening one's belief that human sympathy is the real medium in library work by which the public, and the foreigner in particular, may be reached. The list of books contains exactly what the Italian wishes to read."

Jersey City Free Public Library, Miss Esther E. Burdick, librarian: "The best of its kind that I have yet seen, and I am giving it practical use. At present I am using it as a check list. I have also been greatly helped in tracing works requested which did not appear in other lists."

Mount Vernon Public Library, Miss Frances D. Thomson, librarian: "It is just the tool that we librarians need. We are preparing to order immediately the books listed, which are not on our shelves. The annotations are so clear, concise and helpful that we intend clipping two of the handbooks and pasting an annotation into each Italian book, as a guide to ourselves in fitting the book to the reader."

New York Public Library, Edwin H. Anderson, director: "Every one of the little books issued by the Immigrant Publication Society is of great assistance to the New York Public Library in its work with the foreign populations in the City of New York. This is especially true of our branch libraries, which deal more directly with these populations.

"'The Little Book, Immigrant and Library — Italian Helps,' has been of immense value to us in selecting books for Italian readers. We hope it will be possible soon to issue these for other languages, because librarians, even when they have the knowledge of the various national literatures, do not know the needs of the immigrants of the respective nationalities.

"I cannot speak too highly of the publications of the society so far issued, and I look forward with enthusiasm to those in preparation. They are all of them exactly what we need to help us make the immigrant understand America and its institutions."

Aguilar Branch, Miss Mary Saleski, branch librarian: "It has helped us a good deal in giving us an idea of the contents and value of some of the books, which formerly were mere titles to us. It will be as indispensable to every library which has an Italian collection as is the A. L. A. Catalog, and will serve as a model for lists in other languages. We have had to wait very long for any kind of an Italian list, but now we have a better one than those in existence for other foreign tongues."

Bond Street Branch, Miss L. Q. Tobey, branch librarian: "Very helpful in many ways. We are circulating the list and it is often taken home by Italian children, so that their parents may select books from it."

Reference Department (Central Library), Miss Mary P. Parsons: "The book had hardly been on my desk when it answered two reference questions more efficiently and quickly than anything else could have done."

Tompkins Square Branch, Mrs. A. B. Maltby, branch librarian: "Practical and helpful both to the staff and the public. The circulation copy is always in use."

Tremont Branch, Miss Theresa Blumberg, branch librarian: "I have used it as a checking list — the most helpful I ever used in any language — from which I ordered 200 books. In the meantime we have all read 'Little Book' with much pleasure and inspiration, and we hope to make a great deal of practical use of it."

Woodstock Branch, Miss Augusta Markowitz, branch librarian: "A suggestion I have as to the making of the Yiddish list is, that it may differ very little, if at all, from its predecessor."

Passaic Public Library, Miss Elizabeth White, librarian: "It has been checked up and handed to the Dante Literary Society that they may suggest the purchase of any books on the list which Passaic does not already own."

Carnegie Library of Pittsburgh, Harrison W. Craver, librarian: "The list is going to be of use to us in a number of different ways. So far our principal experience with it has been as a desk reference book and as a basis for book purchases."

Providence Public Library, Miss Marguerite Reed, joint author of "Aids in Library Work with Foreigners," Foreign Department: "The need of an Italian list has been felt most keenly by librarians all over the country. I have heartily recommended it whenever the opportunity arose. It seems to me complete."

Public Library of St. Joseph, Missouri, Charles E. Rush, librarian: "I am delighted with this direct practical application of the connection between the Public Library and the immigrant reader. May the day come quickly when we shall have helpful library handbooks to all foreign languages similar in form to the splendid 'Italian Helps.' The numerous notes, suggestions and bits of advice are especially helpful and effective. Accept our congratulations."

St. Louis Public Library, Arthur E. Bostwick, librarian: "I expect to make extensive use of the book."

Trenton Free Public Library, Howard L. Hughes, librarian: "Invaluable to a library which works with Italians."

Wilmington (Del.) Institute Free Library, A. L. Bailey, librarian: "We consider it a very great aid and believe that we can make it still more useful by placing it in the hands of readers who may be interested."

Woman's Education Association, Alice G. Chandler, Committee on Libraries: "An excellent bibliography. It fills a long felt want."

Four Further Notes of Interest

James Geddes, Jr., president Circolo Italiano and professor of Romance languages, Boston University: "So eminently practical is the 'Little Brown Book' as immediately to create a strong desire for just such a manual for French, German, Spanish, Portuguese, etc. It is a handy book of quick reference."

Everett G. Hill, in the "Register:" "The 'helping hand' idea is continued; and this is a guide to the hand. Unpretentious, but most intelligently constructed, and arranged with the most ideal purpose."

"Il Giornale:" "This splendid book explains the literary tastes, the tendencies, the temperament, the sentiments of the average Italian reader. It contains pages of fine and profound psychology of the immigrant, and is not only useful to librarians for its content, but is also precious for its purpose to all Italians living in America, because for them it makes more hospitable and less strange the country in which they live and work. It renders a distinguished service to the American nation as well as to our immigrants, making the library the means of establishing more helpful and cordial relations."

The American Library Association, from a leaflet notice and advertisement: "At last! A list of italian books."

Guide to the United States for the Immigrant

By John Foster Carr

The Idea of "The Little Green Book"

The Guide is an immigrant's Baedeker to our country, giving in the simplest possible form the information which the newcomer needs to know and which he knows he needs. It has already appeared in Italian, in Yiddish, with a separate English transla-

tion, and in Polish. It will appear in other languages as rapidly as the success of the work will allow. In each version the Guide has been specially written and adapted to the peculiar necessities of each nationality of immigrant. There are hundreds of necessary differences between these books. The Italian, for instance, needs to know that it is against the law to carry the long-bladed knife, the Jew that our law does not recognize the Rabbinical divorce.

The Guide has been made authoritative by the co-operation and revision, in every chapter, of the most competent expert helpers, medical, legal and others, including the responsible officials not only of government departments, but also of societies and organizations actively engaged in work for the immigrant. In every case the translation has been made the simplest possible, and in every case by a man who lives with immigrants and writes for them.

The different chapters tell the newcomer where to go for work; how to learn English practically and quickly — this chapter has been reprinted many times in foreign language newspapers; how to travel — information vital to the immigrant, who does not even know that baggage can be checked without cost; how to get a profitable start at farming, with notes on successful farm colonies established by men from his old home; why he should become an American citizen; and how to become an American citizen.

The Guide gives full needed notes on laws likely to be broken innocently, and those that relate to children, to education, to labor that every immigrant ought to know. There are, too, included laws common to all civilized nations, but that in this country carry penalties very different from those imposed in Europe. There are useful chapters on the geography, climate, products, educational opportunities of the country, on the dangers of private banks and the security of savings banks. It contains useful tables and statistics of many sorts, a striking chapter of private advice and a good map.

The Success of "The Little Green Book"

The Italian government has made generous purchases of the Italian book. It reprinted thirty-four pages of it as a special government publication. It invited an exhibit at Turin and Rome, where the little book won the Diploma of the Gold Medal, and the Medal of Honor. It conferred upon the author of the

Guide the Cross of the Order of the Crown of Italy. And in appreciation of the work the Italian National Society, the Dante Alighieri, has presented ten Italian libraries to ten American cities.

In our own land the work has now become national. There was an immediate and wide recognition of the value of the work by those who care not only for the immigrant, but for the welfare and happiness of our country — a broader democracy, a more generous human fellowship.

The Guide is now being used with success in night schools and educational institutions of many sorts; in churches, missions and settlement houses. Lectures based upon it have been made so attractive and useful that they have drawn large audiences of immigrant workers. Such lectures in Italian, Yiddish, Swedish, Polish and English have been given in New York, in Boston, under the auspices of the Lowell Institute, and in many other places, often in the public schools.

And we have had splendid active help from the libraries. In spite of a rule against books in foreign languages, the Guide was at once included in the A. L. A. book list, and a number of libraries, scattered widely over the country, began a new work. A few, for the first time, printed their rules in a foreign language. Some systematically started the adults' interest through the children. Others made a new appeal directly to these foreign-born working folk. One broke all precedent and placed the Guide on sale at the desk. The work grew. Other libraries tried the experiment. "Repeat orders" began to come, with the first one the news that the single copy of the Guide had proved so popular that it was "worn out completely." It was replaced with a dozen copies, and soon we were told that by hard use the new books were "also wearing out."

The Massachusetts Free Public Library Commission bought the book in quantity and arranged for its efficient distribution to the libraries of the state. Then came many demands for other simple books, written in the same style and manner as the Guide.

Every religious interest has given the work cordial support. The Boards of Home Missions of the Protestant churches of the United States have united in recommending the use of the Guide in an appeal for the immigrant that has had nation-wide distribution. They call it "as much a Guide *to* the immigrant *for* the American, as it is a Guide *to* America *for* the immigrant." In

several other ways they have given the little book generous and effective support. The W. C. T. U. has distributed large numbers of copies to its branches all over the land. The Y. M. C. A. has heartily endorsed the book and used it efficiently. We have many extraordinary testimonials to its value from the association. Catholic papers have praised it; Catholic priests have bought and circulated it.

The National Jewish Immigration Council and the Jewish Immigration Committee have given the Yiddish book their cordial endorsement, and have recommended it to their constituent societies. The Executive Committee of the International Order of B'Nai B'rith by unanimous resolution have voted the work full sanction and support. The Federation of Oriental Jews of America have requested the publication of Jewish versions in Spaniol, Arabic and Neo-Greek. Many Jewish organizations are making efficient use of the book.

The first publications of the Guide under the auspices of the Connecticut D. A. R. received the formal approval of the Continental Congress of the National Society. Direct support of the work has been received from over 300 chapters of the D. A. R. This help has taken a great variety of forms, and has come from almost every part of the country.

The success of the book has been largely due to its simplicity. The "Jewish Comment" says of the Yiddish book that "any Jewish immigrant from Russia, Galicia and Roumania, who knows the Hebrew letters, can easily understand it." Of the Polish book the "Dziennik Ludowy" says that it is of the highest use even to the man of an elementary education. An Italian school teacher writes that one who has finished the second grade of the Italian elementary school can read the book with understanding and profit. And on account of its "simple vocabulary" Prof. Kuhns, of Wesleyan University, is using it as an elementary book in Italian for American students. Two other colleges are so using it.

Wherever the book is used we have striking proofs that the immigrant reads and profits by the Guide — some in broken English, some in their original language, some humorous, some pathetic, all valid. One man likened the immigrant to a lone sheep: "He doesn't know anything. He doesn't know what to do and your book guides him." Another said that he had been "like a piece of wood that everybody kicks about and that belongs

nowhere." One says it taught him more than he had learned of himself here, in two years. Another said the Guide was "the only faithful person that has opened his arms to me on my arrival in this country." Several instances have been reported of immigrants who have committed the entire book to memory.

MAKERS OF AMERICA

Franklin, Washington, Jefferson, Lincoln

By Emma Lilian Dana, Model School, Hunter College

America's message of liberty, equality, brotherhood and peace was never more needed in the world than it is today — needed by Americans by birth, just as well as by our new Americans from across the seas, whom Washington called our "citizens by choice" of a common country.

In no more practical way can this message of America be given than through the lives of our four greatest men. Yet Franklin, Washington, Jefferson and Lincoln are known popularly only through scattered incidents. The great mass of our young folks on leaving school go out into the world to their life's work without knowing the full, inspiring story of the men who have given us our country. Our foreign-born delight in biography. Yet in most of their native languages there are no books whatever about America's great men. And in English, after their first studies, they are given the choice between books intended for children that have no interest for adults, and those that are far too difficult for them to read with pleasure.

To meet this double need "Makers of America" has been written. It gives, in a rapid, human and interesting way, the well-rounded story of the wonderful creative work of Franklin, Washington, Jefferson and Lincoln. These four lives have been so related, supplementing one another, that they cover the important facts of the two great periods of American history. The accounts of the formation of our government and of the theory of American democracy have been reduced to the simplest terms. A varied vocabulary has been used, but the words chosen are simple and concrete. And as words and things, new and strange, stimulate interest and make for progress, these four little biographies have been made slightly progressive in difficulty.

"Makers of America" gives its patriotic tale with picturesque and stirring incidents, and it includes the best stories. Its purpose is not to preach patriotism, but to inspire it by an intimate picture of the life and work of these famous patriots, and of their hopes and visions of the future of our country. A second purpose is to show in some detail the steps of work, education and self-discipline by which they reached power and fame; so that the reader can measure for himself their greatness, and in them find inspiration for his own life.

The Use of the Book.—"Makers of America" has been carefully prepared for the use of the foreigner in our night schools and libraries as a second or third book in English, depending upon the text-books adopted and upon the intelligence and the previous education of the pupil. And, as for him it is intended to give some practical knowledge of the ideals and of the serious purposes of American life, so it is also intended to make better Americans of our own youth in the last year of the elementary school, the first year of the high school, and in the evenings schools.

The Immigrant Publication Society plans to make this book of wider use and service to our immigrants who know no English, by publishing it in other languages in the order of demand. These great patriot lives hold for all times and for all peoples the message of America: "Liberty, Equality, Brotherhood and Peace."

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22. Irish Emigrant Society, 51 Chambers street, New York City:

J. J. Foley, secretary, March 16, 1920:

"The Irish Emigrant Society was incorporated for the declared purpose to afford aid, advice and protection to emigrants from Ireland and generally to promote their welfare.

"In normal times we have, connected with the Society, a Free Labor Bureau through which positions have been secured for emigrants throughout the country. We have also an agent of the Society on duty at Ellis Island to protect and aid them on their arrival here. All cases aside from those outlined above are handled directly by the officers of the Society at the main office."

23. The Italian Bureau of Public Information, 108 West 75th street, New York City, Captain Alessandro Sapelli, March 18, 1920:

"The Italian Bureau of Public Information, with offices at 501 Fifth avenue, New York, has been closed since November 15, 1919, and your letter of March 2d has been referred to me for attention as director of said Bureau up to the time of its closure.

"The Bureau was established during the recent war in order to furnish information concerning Italian war activities and worked in co-operation with similar information offices of the United States government in combatting enemy propaganda, and in arousing the Americans of Italian origin and the Italians residents in this country to contribute all their efforts toward the success of the common cause, to buy extensively bonds of the various Liberty Loans, to contribute generously to war charities, in other words, to devote all their activities toward the triumphant conclusion of the conflict.

"Since that time I have devoted all my personal efforts to the promotion of the movement for Americanization, a movement which has my full support and sympathy, and which, in my opinion, if conducted with broad judgment and based on principles of equity and justice guided by a spirit of brotherhood, will be of great benefit to the future progress of the commonwealth.

"I have always responded voluntarily wherever I may have been called to assist in the advancement of this work of Americanization by means of conferences in Italian or in English and have also contributed my effort through newspaper articles. I am now preparing the publication of a book on the Italian element in the United States, the purpose of which you will find outlined in the enclosed circular letter. This work has been approved and encouraged by many prominent men and by educational and social institutions of indubitable loyalty throughout the country.

"I should be glad to be of assistance to you in any way within my power whenever you may see fit to call upon me."

24. The Japanese Association, Inc., 119 East 34th street, New York City, R. Tsunoda, secretary, March 16, 1920:

ARTICLE III

Object

The object of this Association shall be, to foster friendship and cordial co-operation among the Japanese residing in the Eastern part of the United States; to uplift the character of each and every member; to promote their social and intellectual welfare; to safeguard their rights; to cultivate among the members the spirit of mutual assistance; and to strengthen the friendly ties that bind the peoples of Japan and the United States of America.

ARTICLE IV

Organization

This Association shall be organized from the Japanese who are residing in the Eastern part of the United States.

ARTICLE V

Work

1. To accomplish its object the Association shall make investigation as to what is necessary for the development and mutual aid of the Japanese in America; it shall then provide the ways and means.

2. Two departments shall be established, one to be known as the Department of General Affairs, and the other as the Department of Mutual Aid. However, the duties of both departments shall be in accordance with the by-laws.

ARTICLE VI

Membership

1. Any Japanese residing in the Eastern part of the United States who is in sympathy with the object of this Association shall, upon the payment of certain dues, be eligible for membership.

25. The Japanese Christian Institute, Inc., 328 East 57th street, New York City, George Z. Shigeta, general secretary, March 16, 1920:

"The Japanese Christian Institute, Inc., is the growth of the Original Japanese Christian Mission which was

founded twenty-three years ago by a small group of Japanese Christians, and is now a self-supporting organization.

"The object of our Institution is to promote the religious spirit, brotherly love, social and physical condition as well as the general welfare of the Japanese residing in New York and its vicinity. It is now engaging principally in the work of:

"1. General religious services.

"2. Giving lectures and holding literary meetings.

"3. Furnishing decent lodging and boarding in clean environment.

"4. Dispensing charity.

"5. Teaching English.

"6. Assisting students.

"7. Guiding the traveling visitors.

"8. Promoting social intercourse, et cetera."

CONSTITUTION

ARTICLE I

Name

Section 1. The name of this organization shall be "The Japanese Christian Institute, Incorporated," of New York.

ARTICLE II

Object

Section 1. The object of this organization shall be the improvement of the spiritual, mental, social and physical condition of Japanese residing in the city of New York and the vicinity.

Section 2. In accomplishing this object the Institute may establish and maintain a place of worship and to hold other meetings, and to conduct the work of the Institute. It may hold or dispose of such property, real or personal, as may be given, devised or bequeathed to this organization, or entrusted to its care and keeping, and purchase, acquire and dispose of such property as may be necessary to carry out the purpose of the Institute.

ARTICLE III

Membership

Section 1. Membership in this Institute shall consist of men and women of good moral character, who have paid the member-

ship fees and met the other requirements which may be prescribed from time to time by the Board of Directors and Trustees.

26. Jewish Protectory and Aid Society, 356 Second avenue, New York City, John Klein, general superintendent, March 23, 1920:

"Since the opening of the Hawthorne School in 1907 Americanization has been one of our fundamental activities. I soon realized, upon entering this work, that here was an almost virgin field for the propaganda of our democratic ideals. The boys coming to us, if not actually foreign-born (the majority coming from Russia), are, with but few exceptions, distinctly alien. They belong to immigrant families, and have been brought up in densely populated foreign quarters where conditions are about the same as if their people had never migrated from their native lands. The English language is at best only imperfectly understood among them. American customs are quite unknown, and the principles of our Republican form of Government are hardly more than echoes from the class rooms of the public schools.

"To offset this we place our boys in cottage groups under the direction of a cottage father and cottage mother, in an effort to surround them as nearly as is possible with the atmosphere of normal American homes. They are taught American customs at table and elsewhere. They eat American food, they play American games. Instruction in the English language is greatly emphasized. All national holidays are observed with appropriate exercises. The American flag is saluted daily, and the principles, as well as the protection, for which it stands are made clear. Particular care is taken that none but loyal Americans be employed at our school; and we point with pride to the response made by our staff during the various 'drives' of the war period.

"The proportion of our graduate boys who entered either the army or the navy during the war have shown that our efforts have not been fruitless. We would be pleased at any time to show you the records of our school if you should care to see them."

27. Jewish Welfare Board, 149 Fifth avenue, New York City, Harry L. Glucksman, executive director, March 17, 1920:

Mortimer L. Schiff reviews achievements of the J. W. B.:

EXTRACTS FROM AN ADDRESS AT NATIONAL CONFERENCE OF JEWISH CHARITIES

It is somewhat of an anachronism to include a paper on the Jewish Welfare Board in the program of a conference on charities. It is not charity which the welfare agencies are offering to the men in uniform and there is no paternalism in the service which is being rendered. It would be an injustice to our fellow-countrymen in the Army and Navy to consider it as such. In the Hebrew language, there is no word meaning "charity" and in the Old Testament, the only expression used for this purpose is "justice." I like that conception and it is particularly applicable to what the organizations serving the men in uniform have undertaken. We are not philanthropists when we support these Army and Navy activities; we are not doling out charity in making spiritual, educational and recreational facilities available, we are but giving to those in the service of our country what they are entitled to receive and what it is a privilege for a grateful people to offer them.

The function of the Jewish Welfare Board has been and is to serve all the men in uniform irrespective of their religious faith and in addition to make adequate provision for the special needs of the Jewish soldiers and sailors. Our guiding principle has been to interpret the needs of the men to the best of our ability and then to render them the very best service in our power. We realized that while our special function was to provide for the spiritual needs of our co-religionists, we could not deal with this on a narrow basis, as a man must be treated as a unit, his mind, body and spirit must all be served, and we have therefore tried to make our program so comprehensive as to give every type of service.

J. W. B. Facts and Figures

In this connection, it is of interest to note that in our work in this country we have organized 1,650 classes with a total attendance of 67,890; 462 clubs, with a total attendance of 24,602; we have arranged for 617 lectures in the camps, with a total attendance of 152,752; we have provided 2,320 recreational activities in towns, with a total attendance of 664,387 and 3,345 in camps,

with a total attendance of 769,787. We have handled in the camps 1,603,842 pieces of mail and 28,100 telegrams for the men. We have held 7,772 religious services, with a total attendance of over 300,000. As to the supplies distributed among the men, we have given away over 6,400,000 sheets of letter paper, over 3,000,000 envelopes, over 58,000 prayer-books, over 70,000 bibles, over 92,000 religious accessories, over 323,000 pamphlets, over 155,000 magazines, over 100,000 books and over 370,000 packages of cigarettes and tobacco.

Overseas' Work

As to our overseas work, we were compelled, for a number of reasons, to proceed somewhat slowly and cautiously. Our initial effort was to supplement and support the work of the chaplains, pending our being able to send our own representatives abroad. In July, 1918, we sent to France a commission to study the situation and make recommendation as to the lines on which we should operate. We started by opening an office and club-room in Paris, with a representative in charge. From this small beginning has grown an important work of service, covering all important points in France and the occupied territory, including such places as St. Aignan, where 70,000 casuals are classified for return to the United States; the ports of embarkation, St. Nazaire, Brest and Bordeaux, with their neighboring camps, and Tours, Nantes, Dijon, Gievres and Coblenz, where there are larger numbers of American troops. In Paris we have taken a large house, as a recreation center, and in the great Le Mans area we have a number of huts, each running at full blast and catering to thousands daily. To render this service, the Jewish Welfare Board now has 146 splendid men and women overseas, who co-operate with and supplement the work of the fourteen Jewish army chaplains, attached to various divisions of the A. E. F. We have shipped many kinds of supplies, such as writing paper, bibles, prayer-books, Yiddish books, games and various pamphlets of interest to the men, the quantities of which are included in the totals I have heretofore given you. In one shipment alone in March, we sent abroad 22,440 Haggadahs and 77 tons of matzohs.

Demobilization and Reconstruction

With the return of the troops the transport service of the Jewish Welfare Board was inaugurated. Workers were placed

aboard the boats to help the men during the homeward journey. The Jewish Welfare Board workers conduct religious services for Jewish soldiers and members of the crew. They furnish information regarding civilian life and pave the way for the soldiers' readjustment. They arrange entertainments almost daily and dispense advice and good cheer.

One phase of our great task, as we see it, is to make the soldier and sailor happy and comfortable and to keep his thoughts wholesome and cheerful. Therefore, our work does not relax for one single step of the journey from France to the home and friends. Jewish Welfare workers meet the transports with handkerchiefs, postal cards, and other gifts for the soldier, and they travel with him to demobilization and debarkation camps.

The first of the men to come back from France were the wounded who had borne the brunt of the sacrifice — for whom the war would never end. It was for them that the Jewish Welfare Board organized its "Hospital Service Division" to assist in supervising and planning the activities at about ninety hospitals throughout the United States. But it is well to remember that the work for the wounded is not merely a thank offering of their sacrifice, but is, in addition, a very practical undertaking to make these men useful and self-supporting, even though it was their misfortune to have been wounded.

I wish I could go on reviewing the elaborate program of religious, recreational and educational work carried out by the Jewish Welfare Board in demobilization and debarkation camps. I might tell you how, having recognized recreation as a demobilization necessity, entertainment units were sent on tour of cantonments, and a successful Yiddish opera company was organized. I might tell you how men were prepared for the return to civilian life by vocational workers in Texas who inaugurated an Agricultural School for 4,000 soldiers and successfully carried through a back-to-the-farm movement. I could tell you, too, of Seder services conducted throughout the country and in France too by Jewish Welfare Board representatives — of one particularly interesting service in a west-bound Pullman diner. All of these things are links in the Jewish Welfare Board's chain of continuous service that has been forged to help to bind together the forces that are remaking the world. Reaching the hearts of men, serving loyally and helpfully in a nation's crisis, the Jewish Welfare Board has brought together American Jewry in a great cause,

and stands as the spontaneous and whole-hearted expression of the Jewish men and women of this country. It has successfully combatted the bugaboo of segregation of the Jew from his non-Jewish brother-in-arms and won the recognition of the United States government as the authorized Jewish body for war welfare work.

The War Is Over — What of the J. W. B.

At the very height of the war someone said: "No matter how long the war lasts, the time after the war will be infinitely longer," and realizing subconsciously the truth of this statement, we are today beginning to grope back to the normal tenor of peace time. Our powers and energies, concentrated upon the winning of the war, were diverted suddenly, by the war's end, and we found ourselves facing, almost before we realized it, the problems of the world with new forces and new ideals.

The world today stands at the crisis of the years, a world slightly dazed by the suddenness and rapidity of change, a world in which events are now slowly crystallizing which will determine the life of America and of the whole civilized world for centuries to come. The swiftly moving events that are following the victorious close of the great combat are as important as the days that brought the victory; for the events of today and tomorrow must prove that the great sacrifices of the last five years were not made in vain.

Upon the war work agencies, that have kept in step beside America's troops all through the war, devolve new and more important functions of readjustment. All of them are today making a contribution as vitally important and significant as was their work during the war.

The fighting is over and reconstruction is the problem of the day. The work with which American Jewry has entrusted the Jewish Welfare Board is not yet over, but it is nearing completion, and it must soon be determined what structure, if any, is to be built on the foundation which the Jewish Welfare Board has laid. Shall the better understanding between the various factions of Jewry, which has been created; shall the working together of Reform and Orthodox, which has meant so much for the success of the work; and finally and most important, shall the splendid co-operation which has been established between Jews and Christians, working hand in hand in the service of the welfare agencies, be cast aside, and shall we go back to old methods and work on narrow or sectarian lines, where these are not necessary?

These are the questions which we must answer, and much depends on how we do so. It is a great crisis in human affairs, a stern call to duty, which has brought about this better understanding and make us think of one another solely as fellow Americans. The crisis has perhaps passed, but this bond of common service has left a lasting impression and will make for a greater tolerance and a finer fellowship among men and women of different creeds and of different shades of belief. The war has taught us many things, but none greater than that we owe a duty to others. A spiritual awakening has come to all free peoples and men and women have ceased to think only in terms of self, but rather in the relation of how they can best render a common service to all humanity. We have a great opportunity and we would be derelict in our trust if we failed to take advantage of it. A great movement for young men and women should grow out of the experience of the war, all should work hand in hand for the development of the highest type of citizenship and all Americans, irrespective of their religious faith, should be bound together in common fellowship and in helpful co-operation for the common good. We want 100 per cent. Americans, be they of native or of foreign birth; we want a united country, free from sectionalism or class differences. That is our great reconstruction task and none can do more to help in its consummation than those who have so loyally served the nation in the service of the Jewish Welfare Board and of the other welfare agencies.

28. Knights of Columbus, New York City, William J. McGinley, supreme secretary, November 19, 1919:

"In reply to your favor of the 1st instant, in which you request a statement concerning the nature of the co-operation of the Knights of Columbus in the work of Americanization, permit me to state that it is the purpose of the Order to assist in this very important work in such manner and in such places as may be practicable. It is the purpose of the Committee on Education of the Order to institute classes in citizenship wherever possible under the auspices of the local councils or the Committee on War Activities."

29. The League for the Liberation of Carpatho-Russia, New York City, Rev. Jos. Fedoranskey, president, March 18, 1920:

"The chief purpose of the League for the Liberation of Carpatho-Russia is, just as this title indicates, to liberate

our country, the Carpatho-Russia, from the foreign rule; to make acquainted the American government and the American people with the cause of the Carpatho-Russia by memorandums, appeals, pamphlets, newspaper articles, journals, also by the meetings and delegations.

"The purpose of our organization is also to make the Carpatho-Russian emigrants acquainted with all dignities of American culture, civilization and the political organization of America, and to make them the best citizens of their new country."

30. Maedchenheim-verein, 217 East 62d street, New York City, Mrs. R. E. Hoefflin, secretary and treasurer, March 22, 1920:

"Respectable girls will find a friendly reception and a hearty welcome in this home, and are cordially invited to spend their evenings and leisure time there, especially on Sunday afternoons. Such as are without employment or temporarily in need of board and lodging, can be supplied at moderate prices at the home. We receive as many girls or women as we can accommodate, for a temporary home, regardless of religious affiliation as long as they are respectable."

No mention is made of nationality, but the literature of the home is printed in both English and German.

31. The National Association of Manufacturers, 30 Church street, New York City:

This organization published a booklet called "Bolshevism, Self-Defined and Self-Convicted," the purpose of which is described in the foreword as follows:

"This pamphlet is intended to enlighten the thoughtful business men and citizens in general of the United States, concerning the social-political disease, in the throes of which Russia is now writhing."

32. The National Herald, 134 West 26th street, New York City, C. Runand, managing editor, December 2, 1919:

"Replying to your letter of November 21st, we are glad to have the opportunity of assisting you in your work.

"Regarding educational activities in New York for the Greek element, we wish to advise you that there are many

Greek societies, the principal one being the Pan Hellenic Union in America with a membership of approximately 7,000, teaching English to Greeks in the evenings free of charge. There is also the Greek-American Institute which is conducted on the same basis as American schools, teaching English to Greeks.

"The National Herald is publishing and has published in the past English-Greek and Greek-English dictionaries, methods and dialogues in English-Greek and Greek-English. We also have published books on how to become good citizens of the United States, inducing them to naturalize and become good and useful citizens of this country.

"We also wish to inform you that in co-operation with the Bureau of Immigration of Boston, Mass., the office of the Department of the Interior, the Inter-racial Committee, the American Association of Foreign Language are writing several articles with a view of making the Greek element of the United States good and useful citizens of our country. We might further add that all the Greek societies have in their program the teaching of English to Greeks.

"Trusting that this is the information that you desire and assuring you of our co-operation in this worthy cause."

33. National League of Women Workers, 6 East 45th street, New York City, Jean Hamilton, organization secretary, report of telephone conversation:

"We have evening clubs for girls; recreation and instruction in self-governing and supporting groups for girls over working age. We are not now doing anything in New York State, but do in the mining districts of Pennsylvania, with foreign girls. We do not think it should be done by this organization unless there is a crying need for it which will not be met by other agencies."

34. National Liberal Immigration League, 309 Broadway, New York City, N. Behar, managing director, March 18, 1920:

"Answering your favor of the 4th instant, in which you announce the wise and patriotic determination of your Committee to recommend to the Legislature, as a corrective measure, an increased program of education and Americanization, I beg to enclose copy of a report on Americanization which I have prepared for publication, and which I submit

for your consideration. The object of this report is to secure for teachers, particularly those of evening classes, a decent salary. On the other hand, deportation with a firm hand is a safety valve against criminal agitation. Deportation ought to be extended to naturalized citizens who become dangerous.

"Our principal work for the past few years has been for patriotism and Americanization."

From a bulletin issued by the League:

"The National Liberal Immigration League is the only non-sectarian, non-political national organization that

"Advocates the careful selection, distribution, education and protection of immigrants;

"Opposes indiscriminate restriction;

"Studies bills introduced in Congress on immigration and kindred subjects, points out their good and bad features, supporting the former and opposing the latter;

"Disseminates exact information and enlightens public sentiment through its books, pamphlets, etc.;

"Organizes and advises societies and individuals favoring a liberal immigration policy; and

"Promotes the enactment of legislation aiming at the country's welfare, such as

"Deportation of alien criminals,

"Federal employment bureau,

"Daily labor bulletins,

"Low-rate transportation for the unemployed,

"Placing industrial plants in the country or in small cities,

"Education and protection of immigrants, and

"Amendment of contract labor law to exempt from its application agricultural laborers and certain skilled labor in cases where this cannot be recruited on American soil."

IMMIGRATION AND THE AMERICANIZATION OF THE MASSES

By N. BEHAR, *Managing Director of the National Liberal Immigration League*

WHY IMMIGRATION IS OPPOSED

Immigration, which has done so much to make this country great, is nevertheless meeting opposition in Congress, where bills

have been introduced for such drastic measures as the shutting the door tight for many years.

The grievance against immigrants is that they do not Americanize. We purpose to discuss this, and offer some suggestions as to the remedy.

Importance of Americanization

The first fundamental to the promotion of national unity is the universal use of our language, by the Americanization of all foreigners.

To reach this end philanthropic organizations and the boards of education throughout the land maintain free schools for immigrants. Among these:

The Evening Classes of New York

In all sections of the great city there are classes three nights a week, where aliens are welcome to learn, free of charge, from the start till they are made fit for citizenship. To encourage attendance, pupils are treated to certain privileges, such as legal, medical, and employment aid; dancing lessons; concerts; community singing, etc. The classes are kept open all through the year, even during the nights of canicular heat. Principals and teachers vie with one another in zeal, giving freely more than their due time, and spending out of their own pockets for handbills and other means for advertising their classes. However, the pupils of all our classes combined are but a small fraction of the great body of immigrants who remain strangers to our language and to American ideals.

The importance of Americanizing New York is such that for several years federal, state, and city governments, as well as public-spirited citizens, have been striving through the press, through mass-meetings, posters, appeals, etc., to induce immigrants to attend our classes. Yet the masses have not responded. Why?

Principal Causes for Non-Attendance

Hon. Morris E. Siegel, director of evening schools and continuation classes, who is, as a matter of course, keenly interested in the problem, being present at a gathering of the editors of foreign language newspapers, asked one of these: "Why is it that aliens do not take advantage of our free evening classes?"

And the answer was: "Because they do not understand the teachers."

This answer gives the key to the situation.

A similar remark was made by a delegate to a meeting of the Council of Organizations for War Service, Section on Aliens. Recently a lady communal worker told me, whenever she or her friends urge immigrant women to go to school they invariably receive the answer: "Why should we go to school? We don't understand anything."

In my experience of many years of work among immigrants, I found them anxious to gain a knowledge of our language, but, at the same time, they were convinced that this was beyond their reach. Many whom I had induced to attend the night classes left them in despair, saying "That it was too difficult, that they could not understand the explanations, etc."

One of these disappointed ones said, "I wanted to learn to talk, and they taught grammar." A second one stated that the teacher did all the talking, none of the newcomers understanding a single word. A porter whom I asked why he discontinued the classes, replied: "I cannot learn spelling." "But," said I, "You may learn to talk well, and other things." He replied, "I cannot learn spelling."

Glimpses of the Present Teaching in Some Classes for Beginners

In one of these the teacher dictated a word which, he said, was the longest in the English language. One pupil wrote it quickly and looked proud of the feat. But the principal, commenting later on the matter, said: How futile to dictate words which the pupils will not use in many years, instead of everyday words such as bread, water, door, window." In another class for beginners whose teacher, I was told, was very much liked by the pupils, they were discussing the various departments of our government, and they all had started from the A, B, C. Of course, it was a small group of pupils especially gifted. Ordinary immigrants could not pull with them.

To sum up, the teaching is beyond the grasp of the average pupil.

Points to Be Considered

Care for the blackboard.
No translations allowed.
Maternal method.
Necessity of teaching to talk.

Difficulty of our spelling.
Repetition is mother of acquisition.
The Goodyear school for immigrants.
Continuous admissions.
Personal attention outside the school.
The ideal teacher for beginners.
Teachers' salaries.
Supervisors.
Conclusion.

Care for the Backward

A principal to whom I made the remark that teachers of the classes for beginners seemed to take greater interest in the more advanced pupils, replied, "This is quite natural. In the day classes also we take greater interested in the more advanced pupils." This tendency may be quite natural, but it is not pedagogic, and it cannot work with immigrants. We ought to bear in mind that the intelligence and capacity of a class must be measured by its dullest pupil. Our evening class teachers may well emulate the example of Francois Arago, a popular professor of astronomy, who flourished in Paris during the last century. His pupils belonged to all walks of life, and were of all ages. He would fix his eyes on the dullest face in the audience, and keep on repeating and repeating his argument in various words and forms, so that nobody tired, and he would not let go till that very dull face lit up with understanding.

The practical teacher will make his lesson accessible to the most limited, remembering that what the country demands is the Americanization of the masses. The select ones can, after all, take care of themselves. He is a successful teacher who is able to keep all his pupils. When necessary he will recommend the brightest pupils for a higher class, but he will keep the backward till they are all promoted. He knows that one defaulting pupil will spread discouragement among many.

No Translations Allowed

Teachers of classes of beginners address their pupils in English, assuming as a matter of course that they are understood, which is not the case with real beginners. How then could a teacher make himself understood by such pupils? The latter

would like, naturally, to have every word translated into their own tongue. But, even if they all spoke the same language, it would not do. (The Board of Education, with good ground, debars any translation.) Very happily, nature shows the way.

The Maternal Method

It is by appeal to the visual sense. The teacher shows a few familiar objects, and names them; then he proceeds with each object separately, and asks his pupils to show it; then again he shows an object and asks one of the pupils to name it. The same process applies to movements and actions, both being actually performed. No explanation or translation is needed. The object, the movement, the action, are the best explanation. Not a single abstract word to be used, until all pupils have gained a sufficiency of concrete words and expressions.

I applied this method in schools attended by pupils of various ages and of different races, some of them very limited, and found it most efficient. But this method requires preparation. After thirty years of constant practice I never, to the end, presented myself to a class without having prepared my lesson.

Necessity of Teaching to Talk

What immigrants need most to learn is to talk, to communicate with their American neighbors. Progress in other matters will be scarcely noticed, while in talking the results will be immediate. The pupil will feel proud to be able to speak a few words, and this will encourage him to continue the attendance. But I repeat, to teach a vocabulary without showing the objects or actions represented, is as teaching a craft without tools. What a flood of words to explain the meaning of "potato," and many pupils will not grasp it. All this trouble may be averted by exhibiting the tuber itself.

The importance of oral exercises is such that the teacher had better devote to them the greatest part of his time. But they are beneficial only in the measure that attention of the pupils is kept on the alert, which may be obtained by interspersing them with reading, writing, or a little drill. The drill is the more commendable, as many pupils, the kind of pupils we would like to attract, work hard during the day and come to school after a hearty supper.

Difficulty of Our Spelling

Spelling being a difficulty more peculiar to the English language, instead of making, from the start, a display of this difficulty, as I saw it in more than one class for beginners, would it not be better to go in by degrees? Write syllables and words in which the vowels have their initial sound. After a while show them syllables and words where the vowels change their sounds. In this as in other matters, it is proper to go from the simple to the complex.

Repetition is the Mother of Acquisition

In School No. 160, I was present at the first lesson of a very young teacher, in fact a debutante, Miss Dubin. From the start Miss Dubin showed that she possessed the art of inculcating her teaching into the most fickle and fleeting minds. She wrote and read a few familiar words and short sentences and had them keep on repeating and repeating, now by individuals, now by the whole class.

The Goodyear School for Immigrants

Something in line with the foregoing suggestions has been used at the factory school of the Goodyear Rubber Company, at Akron, Ohio.

We read in the Americanization bulletin of December 1, 1918: "The beginners are given a series of lessons in which they are taught the names of the more common objects surrounding them in everyday life, the adjectives used in an ordinary conversation, and such verbs as are necessary to express their ideas and daily activities."

Not the biggest words, nor synonyms, are taught in this school. Its teaching consists mainly of the commonplace, laying stress on the spoken word. And what has been the result? Instead of classes gradually reduced, or discontinued, we read further: "The classes which were first instituted for aliens alone (over nine hundred) were later opened for all men in the factory.

Continuous Admissions Impair a Class

Another obstacle to the success of the evening classes has been the continuous admission of new pupils. It is impossible to take proper care of a class in full swing, and, at the same time give enough attention to the newcomers. These feel slighted, quit,

and decry the school. A way out of it would be to let the beginners wait until a new class is formed. Being in the waiting line would rather enhance the school in the eyes of the candidates.

Personal Attention Outside of the School

A Philadelphia friend writes: "I spoke to a lady in this city who is a teacher and volunteered to do Americanization work among women. She reports a great deal of interest on the part of her class, and her attendance was good from beginning to end. One day last winter when the weather was so bad that she believed no woman would be there, she found, on telephoning, that a very fair number had come. A most important element in her success was personal attention outside the school. This teacher had made it a business to keep in touch with her "pupils" not only during the school year, but during the summer months. She continually sent all the members of her class postal cards from the various points she visited on her vacation.

The same important feature of personal attention was made clear to me in a talk I had with a lady of Baltimore, who has charge of the Women's Council of Americanization work among women. She told me that unless the Council kept in touch with the class members, the attendance dropped off. She added that one of her first jobs on getting back to Baltimore will be to visit every member of her classes, to see about getting them to return.

The ideal teacher for beginners knows that he has to deal with raw material, with persons totally ignorant of our language, of our manners and customs, of our life and ideals. However, he limits himself strictly to teach them, first of all, to talk and to understand our language. He discerns among his pupils those who are slow to grasp. For them he makes his teaching accessible, and this benefits all the pupils. Each lesson is carefully prepared, together with the objects and pictures to illustrate it. Every day he puts down in a notebook that which he will teach in the evening.

Faithful to the visualizing method, he starts his course with the most familiar words, those representing objects which he can actually show. Every word is materialized, nothing left to guess. He enlivens the lessons by exercises relating to pupils' peculiarities. For tailors he exhibits thread, needles, shears, thimbles. Out of consideration for Italians, he shows macaroni, spaghetti,

raw and pickled lupines, raw and roasted beans. Before and after the lesson he has a special talk with one or the other pupil, in his own language, directly or through an interpreter. But during the class only English must be heard.

Pupils' absence due to illness or holidays will furnish him opportunities for visiting their homes and making the acquaintance of their relatives and friends, who may eventually join the class. This friendship may be continued even after the promotion of the pupils, who may become the natural propagandists of the school. Teachers and pupils will thus be the members of a well united and always growing family, carrying to success the work of Americanization.

Teachers' Salaries

It is sadly true that teachers' remuneration is very paltry, and radicals do not fail to point out that if the city has not enough to square starving wages, it has plenty for the fat salaries of high officials. Why are teachers neglected? There is a long way from a teacher's pay to that of a bricklayer. Yet is there any craft or profession presenting such an arduous task as to deal with unruly children or uncouth immigrants? Is there any mission which can compare with that of moulding our children and our aliens into intelligent, law-abiding and patriotic citizens?

It is humiliating to our democracy that college professors have seen fit to seek protection in unionism. Teachers have not followed their example, but they have been quitting, with the result that numbers of classes have been amalgamated to the detriment of the pupils, and other classes have been totally discontinued.

The great problem of the Americanization of the masses is at stake. Success in this patriotic endeavor can come only through the evening class teachers, more especially the teachers of the classes for beginners. Since the application of the right method entails sacrifices of time and money, these teachers should receive an adequate salary, so that teaching in the evening classes, instead of being a side income, or a makeshift, would be an honorable and remunerative calling, worthwhile devoting all of one's energies to it.

Supervisors

It is then essential that supervisors visit very frequently the evening classes, particularly those for beginners, compare the results, and secure proper awards for efficiency.

CONCLUSION

The Americanization of immigrants, the making of each one of them a part of our body, instead of a thorn in our flesh, an asset instead of a menace, lies in this: the proper treatment of the teaching staff of our evening schools. No sacrifice is too great to reach this end.

We appeal to municipal, state, and federal authorities, as well as to organizations and citizens, interested in Americanizing New York, to take this problem in hand. The right solution will help us to prepare a body of citizens so moulded as to become a bulwark against foreign aggression, and against the more dangerous enemy, the enemy within our gates.

35. The National Security League, 19 West 44th street, New York City:

The National Security League is a non-political, non-partisan league of American men and women who are working to promote patriotic education and to spread American ideals.

Honorary president, Elihu Root, New York.

(Note.—Joseph H. Choate was honorary president from the date of the organization of the League until his death, May 14, 1917.)

Honorary vice-president, Alton B. Parker, New York.

President, Charles E. Lydecker, New York.

Vice-presidents, S. Stanwood Menken, New York; George Wharton Pepper, Philadelphia; Willett M. Spooner, Milwaukee; Luke E. Wright, Memphis; Myron T. Herrick, Cleveland.

Secretary, Charles D. Orth, New York.

Treasurer, Alexander J. Hemphill, New York.

Executive secretary, Henry L. West, New York.

Educational director, Robert McNutt McElroy, New Jersey.

Director of Speaker's Squadrons, William B. Dwight, New York.

Organization Committee for Constitutional Campaign and Celebration.—David Jayne Hill, chairman; Robert McNutt McElroy, secretary; Edgar A. Bancroft, Chicago; William Roscoe Thayer, Cambridge, Mass.; Charles J. Bonaparte, Baltimore; William L. Harding, Des Moines; John M. Parker, New Orleans; W. W. Willoughby, Baltimore; Louis Annin Ames, Sons of the American Revolution; Mrs. George Thatcher

Guernsey, National Society Daughters of the American Revolution; Henry C. Quinby, American Defense Society; George Haven Putnam, American Rights League; Colin H. Livingstone, Boy Scouts of America; Gaillard Hunt, Sons of the Revolution; David Jayne Hill, National Association for Constitutional Government; Charles E. Lydecker, National Security League; S. Stanwood Menken, National Security League.

In an interview with a representative of the Committee, Miss Etta V. Leighton gave the following information in regard to the League:

> "The National Security League was begun about five years ago — when all the talk started about preparedness.
>
> "We carry on work in teachers' magazines to give publicity to our work.
>
> "The National Security League believes that the instilling of American ideals is the important phase of the work of Americanization. The English language and civics may be taught by schools, but the instilling of ideals is something which needs the co-operation of the community. We have an Americanization leaflet for everyone who inquires about the subject of Americanization.
>
> "We met opposition to the word 'Americanization' in Washington, but I believe in it. The Americanization workers have an idea that 'Americanization' is akin to Prussianization and they have an idea that foreigners don't like the thought that they are being 'Americanized.' The difference between Prussianization and Americanization is similar to feeding a man poison and feeding him food — the process is the same but the material is different. If American ideals are worth holding to they are worth passing on. Foreigners want to become Americans. The whole difficulty is a matter of definition. I don't believe in telling a man to give up his language. He should simply add ours. Even years of study will not let a foreigner express himself adequately in English. Therefore, as far as I can see into the future, we shall need a foreign press. I have worked with thirty-nine different nationalities. There are representatives of every nationality so thoroughly American that they would be glad to form an advisory board to supervise the foreign press. If we censor the foreign press we should censor the English press.

"Since we have adopted the work Americanization it seems as if we are trying to give the foreigner something that he doesn't want. Before it seemed that he wanted what we had to give him. A great many of the foreigners among us are here for the good they can bring out of themselves. Some are here for material ends, but underneath there are other ideals — that is, with most of them. Foreigners do not like patronage. Patronizing cannot hold them. The average social worker so completely overestimates the old country to get in touch with the newcomer that she loses out with him. Why should he change, he thinks, if everything is so fine back there?

'There are people who cannot be reached through the night schools or home classes, but can be reached through their relatives in the grammar and high schools. The children of New York City are bringing their mothers to evening school. Children in Lawrence, Mass., solicited their adult relatives for citizenship and many children got three or four citizens to take out papers. One kid took home pictures and books to show his father and he 'speeched' about America until his father saw that it was a 'big country like Italy.'

"A National Security League idea is to give the teachers material and facts and let them study them. Hence the Correspondence Course in Patriotism. The Russians get together in their cafes here in New York and talk over the oppression in the old country. There are some people that are not capable of becoming citizens of this country. Some people have so long looked upon government as something that does something against them that it is hard for us to make them feel that government is something that *they* organize for *their* benefit. I don't believe in changing our government to suit the needs of foreigners any more than changing the beliefs of a church to suit newcomers.

"We ought not to accept foreign ideals. Some Americanization workers don't believe this.

"The first object of teaching of English to foreigners is to enable them to serve themselves better and to serve their community so that they must be given at the same time civics — community and national civics. They must be made familiar with American ideals as expressed in law

and expressed in custom. Beside teaching the foreigner, we owe him the right hand of fellowship. Therefore, the community should assume its responsibility by planning to have in every civic activity representatives of the foreign group. The foreigners should participate in public activities themselves.

"There are many native-born Americans who are really foreigners. I prefer to call the foreigner a newcomer.

"The National Security League believes that its whole job is Americanization, and they believe it can be done through the spoken and written word. They believe that it must be wholly non-partisan.

"We have no reason to be ashamed of the word Americanization. I believe that a great deal of damage is done by avoiding the word Americanization."

A CATECHISM OF THE CONSTITUTION OF THE UNITED STATES IN TWELVE LESSONS

By Henry Litchfield West

First Lesson

Q. What is the Constitution?

A. The Constitution is a written document providing a form of government for the United States.

Q. Who framed the Constitution?

A. Representatives of the people in Philadelphia in 1787.

Q. Who was the President of the Constitutional Convention?

A. George Washington.

Q. What made the Constitution necessary?

A. The Articles of Confederation, which preceded the Constitution, were inadequate to hold the States together.

Q. Why was the Constitution adopted?

A. The preamble of the Constitution declares that "we, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquillity, provide for the common defense, promote the general welfare and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America."

Q. How was the Constitution ratified?

A. By the people of the United States, acting through special conventions, "chosen in each State by the people thereof."

Q. When did it become effective?

A. On the first Wednesday in March, 1789.

Second Lesson

Q. How is the Government divided by the Constitution?

A. Into three departments — legislative, executive and judicial.

Q. What part of the Constitution deals with the legislative department?

A. Article I.

Q. What is the legislative department of the Government under the Constitution?

A. The Senate and House of Representatives, known as the Congress.

Q. How often is the House of Representatives elected?

A. Once every two years.

Q. Who elects the representatives?

A. The people.

Q. How is the number of representatives determined?

A. The Constitution provides that the number of representatives "shall not exceed one for every 30,000," and that the ratio shall be changed after each decennial census. We now have one representative for each 210,000.

Q. What is the qualification for a representative?

A. "No person shall be a representative who shall not have attained to the age of twenty-five years and been seven years a citizen of the United States, and who shall not, when elected, be an inhabitant of that State in which he shall be chosen."

Q. Who presides over the House?

A. A speaker chosen by the members of the House.

Q. What is the difference between the terms of a senator and a representative?

A. The term of a senator is for six years, and each State is entitled to two senators. The term of a representative is for two years.

Q. How are the senators chosen?

A. By an amendment to the Constitution, effective May 31, 1913, United States senators are chosen by direct popular vote. Formerly they were chosen by State legislatures.

Q. What are the qualifications necessary for a senator?

A. "No person shall be a senator who shall not have attained to the age of thirty years and been nine years a citizen of the United States, and who shall not, when elected, be an inhabitant of that State for which he shall be chosen."

Q. Who presides over the Senate?

A. The Vice-President of the United States, but he has no vote except in case of a tie.

THIRD LESSON

Q. What are the important duties of the Senate apart from the enactment of laws?

A. The Senate is empowered under the Constitution to sit as a court when the President is impeached by the House of Representatives. When the President of the United States is tried, the Chief Justice presides and no person can be convicted without the concurrence of two-thirds of all the members present. The Senate is also a part of the treaty-making power. A two-thirds vote of the senators present is necessary to ratify a treaty.

Q. How often shall Congress assemble?

A. At least once in every year and such meeting shall be on the first Monday in December unless they shall by law appoint a different day.

Q. What constitutes a quorum in the Senate and the House?

A. For ordinary business, a majority.

Q. What provision is made in the Constitution regarding adjournment?

A. Neither House during the session of Congress shall without the consent of the other adjourn for more than three days nor to any place than that in which the two Houses shall be sitting.

Q. What privileges are accorded senators and representatives?

A. They shall in all cases, except treason, felony and breach of peace, be privileged from arrest during their attendance at the session of their respective House and in going to and returning from the same; and for any speech or debate in either House they shall not be questioned in any other place.

Q. What restriction is placed upon senators and representatives?

A. No senator or representative shall, during the time for which he was elected, be appointed to any civil office under the authority of the United States, which shall have been created or the salary or fees whereof shall have been increased during such time, and no person holding any office under the United States shall be a member of either House during his continuance in office.

Q. What is the provision regarding laws taxing the people?

A. All bills for raising revenue shall originate in the House of Representatives, but the Senate may propose or concur in amendments as on other bills.

Q. Is the action of Congress final respecting legislation?

A. No. Under the Constitution the President is given the power of vetoing any measure; but if, after his veto, both the Senate and House approve the measure by a two-thirds vote, it becomes a law.

Fourth Lesson

Q. What are the powers of Congress?

A. The Constitution includes eighteen paragraphs specifying the powers of Congress.

Q. What is the first provision?

A. To lay and collect taxes, duties, imposts and excises; to pay the debts and provide for the common defense and general welfare of the United States, but all duties, imposts and excises shall be uniform throughout the United States.

Q. What is the important feature of this provision?

A. The levying and collection of taxes. Before the Constitution was adopted, there was no general government with power to levy and collect taxes, and the lack of this power nearly wrecked the new nation.

Q. What is the second provision?

A. To borrow money on the credit of the United States.

Q. Has the power been frequently exercised?

A. Yes. The authority for the Liberty Loan Bond issues, which made it possible for the United States to be supplied with funds for the successful conduct of the war against Germany, is found in the ten words of this second provision. Under our Constitution, no money can be raised except by a law enacted by the representatives of the people.

Q. What is the third provision?

A. To regulate commerce with foreign nations and among the several States and with the Indian tribes.

Q. What has been accomplished under this authority?

A. The Inter-State Commerce Law; the Anti-Lottery Law; the Pure Food and Drug Law; and other laws which have been of great value to the people have been enacted under the provision which authorizes Congress to regulate commerce between the States.

Q. What other powers are granted to Congress?

A. The right to establish uniform naturalization and bankruptcy laws; to coin money; to provide for the punishment of counterfeiting; to establish post-offices and post roads; to grant copyrights and patents to authors and inventors; to create courts; and define and punish piracies and felonies committed on the high seas and offenses against the law of nations.

Fifth Lesson

Q. Can Congress declare war?

A. Under the 11th provision, power is given to Congress to declare war. This means that the question of entering upon war can only be decided by the vote of a majority of the representatives of the people in Congress assembled.

Q. What is the power of Congress concerning the military and naval forces?

A. Congress has the power to raise and support armies, but no appropriation of money to that use can be made for a longer term than two years. This provision makes it impossible to impose a permanent standing army upon the people of the United States. Congress is also given power to provide and maintain a navy; to make rules for the government and regulation of the land and naval forces and to provide for calling forth the militia to execute the laws of the Union, suppress insurrections and repel invasions. Congress may also provide for organizing, arming and disciplining the militia, and for governing such parts of them as may be employed in the service of the United States, although the States are given the right to appoint officers, and to train the militia according to the discipline prescribed by Congress.

Q. What does the Constitution say about the writ of habeas corpus?

A. It is provided in the Constitution, under section 9, that the privilege of the writ of habeas corpus shall not be suspended unless when, in case of rebellion or invasion, the public safety may require it.

Q. What is the meaning of "the writ of habeas corpus?"

A. This is a legal phrase through the application of which an appeal can be made to the courts and unconstitutional or illegal detention of prisoners prevented. In other words, the courts through appeal to this writ, can protect citizens against the exercise of unwarranted authority.

Sixth Lesson

Q. What is the meaning of the provision of the Constitution "No bill of attainder or ex post facto law shall be passed?"

A. A bill of attainder is an act taking away the civil rights of a person condemned to death. Any law of this character is impossible under the American Constitution. The prohibition against an ex post facto law means that laws cannot be made to operate backwards.

Note.— It is fully settled that the term "ex post facto," as used in the Constitution, is to be taken in a limited sense as referring to criminal or penal statutes alone, and that the policy, the reason, and the humanity of the prohibition against passing ex post facto laws do not extend to civil cases; to cases that merely affect the private property of citizens. Some of the most necessary acts of legislation are, on the contrary, founded upon the principles that private rights must yield to public exigencies, 8 Wheat. 89; 3 Story Constitution, 212.

Q. Is an export tax constitutional?

A. No; because the Constitution specifically says that no tax or export duty shall be laid on articles exported from any State.

Q. What is the provision relative to commercial intercourse between the States?

A. The Constitution provides that no preference shall be given by any regulation of commerce or revenue to the ports of one State over those of another, nor shall vessels bound to or from one State be obliged to enter, clear, or pay duties in another.

Q. What safeguard is thrown around Government expenditures?

A. No money shall be drawn from the treasury unless by appropriations made by law. This gives the control of the national purse into the hands of the representatives of the people.

Q. Can the United States ever have lords, dukes, or other titled citizens?

A. No. The Constitution provides that no title of nobility shall be granted by the United States. It also provides that no person holding any office of profit or trust under the United States shall without the consent of Congress accept any present, profit, office, or title, of any kind whatever from any king, prince, or foreign state. Owing to this constitutional provision it has been necessary for Congress to enact special laws when citizens of the United States have been presented with gifts, titles or decorations by foreign countries.

Seventh Lesson

Q. What are the prohibitions of Congress in regard to powers which may be exercised by the States?

A. There are three paragraphs in the Constitution relating to this subject:

First, no State shall enter into any treaty, alliance, or confederation, grant letters of marque and reprisal, coin money, emit bills or credit, make anything but gold and silver coin a tender in payment of debts, pass any bill of attainder, ex post facto law, or law impairing the obligation of contracts, or grant any title of nobility.

Second, no State shall, without the consent of the Congress, lay any imposts or duties on imports or exports, except what may be absolutely necessary for executing its inspection laws; and the net produce of all duties and imposts, laid by any State on imports or exports, shall be for the use of the Treasury of the United States; and all such laws shall be subject to the revision and control of the Congress.

Third, no State shall, without the consent of the Congress, lay any duty of tonnage, keep troops or ships of war in time of peace, enter into any agreement or compact with another State, or with a foreign power, or engage in war, unless actually invaded, or in such imminent danger as will not admit of delay.

Eighth Lesson

Q. To what does the second article of the Constitution refer?

A. To the President, his election, term of office and duties.

Q. How long is the presidential term?

A. Four years. The Vice-President is elected for the same period.

Q. Is the President elected by the people?

A. Not directly. Votes are cast for presidential electors, whose number is equal to the total number of senators and representatives in Congress.

Q. How are electors selected?

A. In such manner as the legislature of the State may direct.

Q. What are the restrictions concerning electors?

A. No senator or representative or person holding an office of trust or profit under the United States can be an elector.

Q. How do electors choose a President and Vice-President?

A. They meet in their respective States and cast their votes for the candidates. Their certificates are sent to the President of

the Senate who, in the presence of the Senate and the House of Representatives, opens the certificates and the votes are counted. Candidates must have a majority of the electoral votes to be elected.

Q. What happens if no candidate receives a majority of the votes?

A. In that case the House of Representatives proceeds to ballot for President, the representation from each State being entitled to one vote.

Q. Why do the presidential electors meet on the same day in all States?

A. Because the Constitution so directs.

Q. What are the qualifications for the presidency?

A. A President must be one born in the United States, must be at least thirty-five years of age, and a resident of this country for fourteen years.

Q. What oath does the President take?

A. His oath is in these words: "I do solemnly swear (or affirm) that I will faithfully execute the duties of President of the United States, and will, to be best of my ability, preserve, protect and defend the Constitution of the United States."

Q. What are the principal duties of the President as specified by the Constitution?

A. He is the commander-in-chief of the army and navy. With the advice and consent of the Senate he appoints ambassadors, consuls, judges and other federal officers, and he grants reprieves and pardons for offenses against the United States, except in cases of impeachment. He can convene Congress in extraordinary session and is directed to give Congress from time to time information on the state of the Union. He is also given power to make treaties, "by and with the advice and consent of the Senate," provided two-thirds of the Senators present concur.

Q. Can the President be removed from office?

A. Yes; if he is impeached and convicted of treason, bribery or other high crimes and misdemeanors.

Ninth Lesson

Q. What are the provisions of the Constitution relative to the judicial power?

A. The judicial power is vested in one Supreme Court and in inferior courts. The judges are appointed by the President and hold their offices during good behavior.

Q. What are the powers and jurisdiction of the federal courts?

A. The Constitution provides that the judicial power shall extend to all cases, in law and equity, arising under the Constitution, the laws of the United States, and treaties made, or which shall be made, under their authority; to all cases affecting ambassadors, other public ministers, and consuls; to all cases of admiralty and maritime jurisdiction; to controversies to which the United States shall be a party; to controversies between two or more States; between citizens of different States; between citizens of the same State claiming lands under grants of different States; and between a State, or the citizens thereof, and foreign States, citizens or subjects.

Q. What is accomplished by granting this power?

A. It means that the Supreme Court of the United States is made the high guardian of the Constitution so that the humblest citizen can appeal for justice when any law is enacted or any act committed in violation of his constitutional rights.

Q. What is treason against the United States?

A. Treason against the United States consists only of levying war against them, and in adhering to their enemies, giving them aid and comfort. No person can be convicted of treason unless upon the testimony of two witnesses to the same overt act or upon confession in open court.

Q. What authority fixes the punishment for treason?

A. Congress.

Q. Do all citizens of all the States stand upon the same basis?

A. Yes. The citizens of each State are entitled to all privileges and immunities of citizens of the several States. Persons charged with treason, felony, or other crime cannot escape justice by fleeing from one State to another, but, upon demand, must be given up.

Q. What are the States guaranteed?

A. A republican form of government and protection against invasion; and on application of the legislature or of the executive, when the legislature cannot be convened, against domestic violence.

Q. Can the Constitution be amended?

A. Yes. Amendments must be adopted by two-thirds of both the Senate and the House of Representatives and then ratified by the legislatures or by conventions of three-fourths of the States.

Q. Is this the only method?

A. No. On the application of the legislatures of two-thirds of the several States, Congress shall call a convention for the purpose of proposing amendments, but this plan has never been used.

Q. Is the Constitution supreme?

A. Yes. Any State Constitution or law in violation of any of the provisions of the Federal Constitution is illegal.

Q. Is a religious test required as a qualification for office?

A. No. The Constitution expressly provides that no religious test shall be required.

Tenth Lesson

Q. How many amendments have been made to the Constitution?

A. Eighteen.

Q. What is the distinctive feature of the first ten?

A. Immediately after the Constitution had been adopted it was felt that it lacked sufficient safeguards for the protection of the individual citizen. These safeguards were incorporated in the first ten amendments, which are popularly known as "the bill of rights."

Q. What are the important provisions of these ten amendments?

A. The first provides that Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof, or abridging the freedom of speech or of the press, or of the right of the people peaceably to assemble and petition the government for a redress of grievances. The second declares that the right of the people to keep and bear arms shall not be infringed; and the third protects householders from having soldiers forcibly quartered upon them in time of peace, or in time of war except in a manner prescribed by law.

Q. What other safeguards are provided?

A. The Fourth Amendment provides that the right of the people to be secure in their persons, houses, papers and effects against unreasonable searches and seizures shall not be violated, and no warrants shall issue but upon probable cause, duly sworn to, and particularly describing the place to be searched and the persons or things to be seized.

Eleventh Lesson

Q. What protection is given to a person accused of crime?

A. No person, except one serving in the land or naval forces or the militia in time of war or public danger, can be held to

answer for a capital or other infamous crime unless on a presentment or indictment of a grand jury. No person can be twice put in jeopardy of life and limb for the same offense. No one in a criminal case can be compelled to be a witness against himself, nor be deprived of life, liberty or property without due process of law. Private property cannot be taken for public use without just compensation.

Q. Is the right to speedy trial guaranteed?

A. The Sixth Amendment expressly states that in all criminal prosecutions the accused shall enjoy the right to a speedy and public trial, by an impartial jury, and to be informed of the nature and cause of the accusation. He is entitled to be confronted with the witnesses against him, to be allowed to compel the attendance of witnesses in his favor, and to have the assistance of counsel for his defense.

Q. Is the right of trial by jury also assured?

A. Amendment Seven preserves the right of trial by jury; and Amendment Eight provides that excessive bail shall not be required nor excessive fines imposed, nor cruel and unusual punishment inflicted.

Q. What are the provisions of the Ninth and Tenth Amendments?

A. The Ninth Amendment declares that "the enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people;" and the Tenth reserves to the States respectively, or to the people, the powers not delegated to the United States by the Constitution, nor prohibited by it to the States.

Q. What are Amendments Eleven and Twelve?

A. The Eleventh construes the judicial power of the United States, and the Twelfth gives in detail the manner of choosing the President and Vice-President.

TWELFTH LESSON

Q. What is the important provision of the Thirteenth Amendment?

A. It abolishes slavery in the United States.

Q. How does the Constitution compel the States to deal justly with their citizens?

A. The Fourteenth Amendment forbids the States making or enforcing any laws abridging the privileges or immunities of

citizens, or depriving any person of life, liberty or property without due process of law or denying to any person the equal protection of laws.

Q. How is the freedom of the ballot preserved?

A. In the Fifteenth Amendment it is provided that the right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

Q. When and why were the Fourteenth and Fifteenth Amendments adopted?

A. They were adopted just after the end of the Civil War and were designed to protect the negroes who had been granted freedom and citizenship. Their broad provisions, however, apply to the people of every race who become citizens of this republic.

Q. Are individual incomes now taxed?

A. Yes; because the Sixteenth Amendment, proclaimed February 25, 1913, authorizes taxes to be levied and collected upon incomes.

Q. Why was this amendment adopted?

A. Because the original Constitution declared that "no capitation or other direct tax shall be laid," unless in proportion to the population. When an income tax law enacted by Congress was declared unconstitutional by the Supreme Court of the United States, the people amended the Constitution.

Q. Are United States Senators now elected by direct popular vote?

A. As previously stated, the Seventeenth Amendment, ratified May 31, 1913, provides for the election of United States Senators by direct popular vote.

Q. What is the Eighteenth and last amendment?

A. It is known as the prohibition amendment. It provides that one year after its ratification "the manufacture, sale or transportation of intoxicating liquors within, the importation thereof to, or the exportation thereof from, the United States and all territory subject to the jurisdiction thereof, for beverage purposes, is hereby prohibited." This amendment has been ratified by the legislatures of three-fourths of the States and will take effect on January 16, 1920.

Q. What is the second section of this amendment?

A. "The Congress and the several States shall have concurrent power to enforce this article by appropriate legislation."

Q. What lesson is to be learned from these amendments?

A. That the Constitution is not an arbitrary, unchangeable document, but can be adapted to meet new conditions whenever the people so decide.

Q. Why should the Constitution be upheld?

A. Because under its wise provisions the United States has developed into a great nation of happy and prosperous people; because it contains sacred guarantees of protection for the individual; and because it affords freedom and opportunity for every citizen, whether native-born or naturalized. American citizenship securely rests upon its firm foundation.

The Record of a Catechism

What It Has Done and Is Doing

Abraham Lincoln Said:

> "How shall we fortify against lawlessness and mob law? The answer is simple. Let every American, every lover of liberty, every well-wisher to his posterity, swear by the blood of the revolution never to violate in the least particular the laws of the country, and never to tolerate their violation by others. As the patriots of seventy-six did to the support of the Declaration of Independence, so to the support of the Constitution and laws let every American pledge his life, his property, and his sacred honor."

The National Security League is giving practical effect to the wise counsel of Abraham Lincoln.

One of the features of the nation-wide campaign of the League to awaken interest in the Constitution — a campaign which resulted in the almost universal celebration of the anniversary of the signing of the Constitution on September 17th — presents a convincing illustration of practical accomplishment by the organization.

Why a Catechism was Issued

The Constitution is the foundation of Americanism. Comparatively few people know its provisions thoroughly. Its literal text is lengthy and involved. The Catechism contains all the details in the simple form of questions and answers — the latter being, in practically every case, the language of the Constitution, but presented in brief, easily read and easily understood paragraphs. The document is thus made intelligible and interesting to every one.

Newspaper Recognition and Co-operation

The Catechism has appealed strongly to newspaper editors. It was the subject of one of Dr. Frank Crane's syndicate editorials and has been printed in serial form, as an editorial feature, in more than thirty daily newspapers.

The list includes such well-known papers as the Philadelphia "Evening Bulletin," Galveston "News," Jacksonville "Times-Union," Albany "Knickerbocker Press," Santa Barbara "Free Press," Madison, Wis., "Democrat," and the Troy "Budget." Two leading agricultural journals, the "Maine Farmer" and the "Farmer," published in Minneapolis, also printed the Catechism and reached a large rural population. The New York "Staats-Zeitung" printed it in German and the Salt Lake City "Bikuben" reproduced it in Danish-Swedish. Many labor papers have also called attention to the Catechism and hundreds of copies have been sent upon request to labor organizations.

The combined circulation of the newspapers printing the Catechism is over 1,000,000 copies.

Useful in Americanization Work

The official publication of the Americanization Division of the Department of the Interior, Washington, editorially recognized the value of the Catechism and through this agency thousands of copies have been distributed for use in Americanization work. A letter from the head of the bureau says that the demand for the pamphlet is increasing daily.

The Philadelphia Municipal Court and a Circuit Court in Wisconsin have adopted the Catechism for instructing aliens who seek naturalization and appeals for copies from Americanization workers everywhere have been insistent.

Many branches of the Y. M. C. A. and of the Knights of Columbus, and many chapters of the D. A. R., as well as numerous women's clubs, have been supplied. Scores of letters have been received attesting the effectiveness of the Catechism in classes where persons of foreign birth are taught.

Adopted by Schools

Hundreds of schools throughout the country have adopted the Catechism, many New York teachers applying in person at League headquarters for copies to supply their pupils.

Educational authorities have testified their appreciation by putting the Catechism into practical use. For instance, one copy was requested for each of the 4,500 pupils in the Los Angeles high schools, and the State Superintendent of Instruction of Indiana has asked that 19,000 copies be furnished for the teachers of his state.

Many superintendents, principals and teachers have written to the League that the Catechism has solved the problem of teaching the Constitution.

Increasing Popular Demand

Nearly 6,000 individual letters requesting copies of the Catechism have been received at the headquarters of the League—an evidence of an awakened interest in the Constitution which is most gratifying. These letters have come from every state in the Union, and represent cities, towns and hamlets to the number of over 2,000, an aggregate which shows that the distribution has not been confined to a few thickly settled communities.

A large proportion of the letters were written by persons with foreign names, and it has been almost pathetic to read the expressions of gratitude with which the recipients of the Catechism have acknowledged its helpfulness in acquainting them with the fundamental principles of our government.

The ten editions, making a total of 100,000 copies, which have thus far been printed and circulated, including 10,000 in Yiddish, have been distributed only upon request. This is a remarkable evidence of a spontaneous demand, which is steadily increasing.

Rendering Effective Service

The endeavor of the National Security League to teach Americanism based upon the Constitution is proving an effective method of combatting the forces of radicalism which are seeking to undermine and overthrow American institutions and which are antagonistic to law and order. This work, which is vital to our national security, will be made still more effective by continuance along lines of persistent, well-directed and broadly-conducted effort to spread the knowledge of constitutional government.

In an interview with a representative of the Committee, Mr. Henry L. West, author of the Catechism above referred to, gave the following information in regard to it:

> "The National Security League have received 5,716 inquiries for the Catechism since it was first published in

June, 1919, and they have published 120,000 copies of it. Among random inquiries which Mr. West had upon his desk there was a large percentage — at least 75 per cent. — of foreign names, and there were three pieces of stationery bearing an embossed American flag. They don't know how these inquirers hear about the Catechism. There is a desire to learn about our government if some one will only give them the chance to learn about it. The Catechism sugar-coats the pill for the youthful mind. That is what it was planned for. The United States Rubber Company wanted 10,000 copies of the Catechism. There was a long editorial in the New York 'Sun' advocating the further distribution of the Catechism. Also the 'Staats-Zeitung' printed it in German, and as a result many inquiries were received written in German. Many papers have printed the Catechism and thus given it publicity. The Americanization Bureau in Washington published a notice of the Catechism and they have been swamped with inquiries. The head of the Bureau says the demand is increasing daily. Secretary Lane in his own handwriting said that he hoped a million copies of the catalogue will be printed. The League has sent out 50,000 of the Americanization folders. The money donated by members of the League is used to distribute this Americanization literature. They would like enough money so that they could comply with requests for literature without having to consider the cost. The letters of commendation are sometimes touching — 'To think that we are able to sit here in New York and have an influence that is conducive to good citizenship! This is the most fascinating work I have ever done in my life.' The State Superintendent of Schools of Indiana wanted 19,000 copies for distribution in the Indiana schools. The State Superintendent of Georgia said that the state had just made an appropriation for Americanization work and he did not know a better way to spend some of it than to buy copies of the Catechism. The State Superintendent of Delaware wanted copies sent to all his superintendents throughout the state. Ten thousand copies of the Catechism were printed in Yiddish, but not in any other language. Their idea is to use the English language exclusively."

Other notable phases of the work of the National Security League have been:

(1) The organization of Flying Squadrons of speakers to "convert the soap boxes of America to patriotism."

(2) A drive upon high schools in the interest of the study of the American Constitution.

(3) The circularizing of women's clubs to interest them in Americanization work.

(4) The preparation for the public press of timely patriotic articles.

(5) The establishment and conducting of a Free Consulting Service for Teachers, including appropriate literature for help in the teaching of civics.

(6) The publishing of literature advising how to teach aliens to become naturalized.

(7) The preparation of a correspondence course in patriotism.

36. New York Community Chorus, 5 Columbus Circle, New York City, Harry Barnhart, director, October 31, 1919:

"Your letter of October 25th calling for an increased program of education for the adult foreigners is extremely interesting to me, because I have studied and watched this work with interest for many years. I have also made careful experiments with foreign groups, applying the community chorus idea as I have worked it out.

"Methods of Americanization are perfunctory, uninspiring and lacking in imagination. Foreigners have vivid imaginations and sensitive emotions.

"Americanization in most part means that we must be able to stimulate these people by utilizing their emotions and imaginations. There is much efficient work done in teaching our language and giving an idea of our plan of government, but for emotional expressions they are compelled to segregate themselves. Some ardently advance the theory that we should encourage and cultivate the folk expression of foreigners, such as their song, dance and handiwork. I am certain this is not only wrong, but it retards the progress of true Americanization.

"People emigrate from the European continent to the American continent for the sole purpose of finding a new social consciousness. They cannot tell you this in words, but it is the fundamental, impelling force.

"Foreigners love to feel the thrill of new sounds, new combinations of color, new festival ideas. It is through these generalities that they can realize there is a new brother in the world.

"In this connection, as one who stands continually before audiences in various cities and communities, I am urged to speak to our thoughtful American citizenship of the need that we find a unified form of expression or ceremonial that will justify our ideals, and then put our hearts and souls into it, not only will it be good for ourselves, but it will provide a sure and wholesome way of assimilating the rapid influx of foreigners.

"All life is based on emotional unrest. This unrest is continually asserting some form of expression. In human society this expression is either destructive or constructive and the intensity of this expression is according to the ideals back of it, and to what extent the vision of the future is illuminated, revealing truer relations to man. Some say brotherhood, some say democracy, let us say a new created social world.

"The community chorus idea is not essentially for musical and singing purposes. It is a socializing force that awakens our higher emotional nature and develops it into a creative mass mind consciousness which becomes the mental and spiritual fabric of our future. In direct terms, it is a constructive, emotional expression that all people love and can do from the bottom of their hearts, creating and producing a oneness of mind that shall prevail against the organized revolutionary evils that are close upon us. That which is a socializing force is an Americanizing influence.

"I base my deductions on experience with foreign groups in civilian life and in the army. I have had a thousand soldiers at a time, scarcely any could speak English, and song served its three-fold purpose.

"As America comes closer to solving the Americanization problem which is very serious, we shall find our social ideals of Americanization much enlarged."

37. New York Kindergarten Association, 524 West 42d street, New York City:

George McAneny, president; Mrs. George C. Riggs (Kate Douglas Wiggin), honorary vice-president; Mrs. I. N. Phelps

Stokes, first vice-president; Les McIlvaine Luquer, second vice-president; Nicholas Murray Butler, LL.D., third vice-president; Rev. James M. Bruce, secretary; Samuel Sloan, treasurer.

Following is the text of a little booklet issued by the New York Kindergarten Association and used for the purpose of soliciting funds for the work:

Making Americans

The man who has done more than any other person in the world to relieve distress, feed the hungry, and bring help and hope to hundreds of thousands of suffering people, Herbert Hoover, said recently that the whole problem of Americanization would be settled in a few years if the nation would systematically grapple with its child problem. And he added:

> "I feel sometimes that we are perhaps not enough concerned over the needs of our own. The appeal of mobs of starving children draws our sympathy to faster action than the scattered minority at home. We must respond to both. The welfare of the children of our nation is our responsibility. I believe that the attitude of a nation toward child welfare will soon become the test of civilization."

There is a test of civilization being applied today in the twenty-five kindergartens of the New York Kindergarten Association. Here come "children of our nation" from the tenements that line Henry street, Tompkins square, Avenue A, Broome street, and other localities where tenements are most numerous and most crowded. "Children of our nation" these little ones of four to six years are, and American citizens they will be, but a recent census of the kindergartens show a mingling of races that it would be hard to equal in any city but New York.

In the kindergarten at 207 East 16th street there were:

12 Italians.	1 Spanish.
9 Germans.	1 Swiss.
8 Russians.	1 Norwegian.
7 Austrians.	1 English.
5 Roumanians.	1 South American.

In the kindergarten at 299 Henry street were 55 children, all Jewish, whose parents without exception were born in Russia or Austria.

In the kindergarten at 395 Broome street were fifty children, all Sicilians.

Kindergarten at 524 West 42d street:

26 Irish.	4 Italians.
9 Austrians.	3 French.
6 Germans.	2 Russians.
4 Hungarians.	1 English.

Kindergarten at 40 Sutton place:

11 Hungarians.	2 Scotch.
10 Irish.	1 Swiss.
8 Italians.	1 Swede.
6 Germans.	1 Norwegian.
4 English.	1 Pole.
4 Austrians.	1 Russian.

Kindergarten at 76th street and East river:

29 Hungarians.	1 Italian.
8 Germans.	1 Serbian.
6 Bohemians.	1 Scotch.
4 Russians.	1 Irish.
2 French.	1 *American!*

Among 310 children one solitary child who is by parentage American. The other 309, whose antecedents go back briefly to Budapest and Prague, to villages on the Vistula or in the Apennines, are raw material out of which Americans are to be made. If left to themselves the first step in the process of their Americanization would be to turn them loose in the streets. And no one can contend that to turn little children loose in the streets of a great city to learn what they can without hindrance or guidance is a wise way to make citizens or a safe way to make Americans.

Many of these 309 children come from homes where the parents cannot speak English. What is there of an American atmosphere in such homes? What do they know about the Fourth of July or the Spirit of '76, or Washington or Lincoln? It would almost seem as if children doomed to such a wretched start could never become Americans that the country would desire or be proud of. And yet, give them half a chance, and just such children as these will become Americans of which their country will be justly proud. The 77th Division was made up of just such

a polyglot mob as these children, from the same teeming neighborhoods, and no American needs to hang his head for the 77th Division, with its glorious record on the Vesle and in the Argonne.

Here then is a function of our kindergartens that is worth thinking about at a time of the year when the birthdays of Washington and Lincoln are commemorated, and in a period when Americanization is a serious and burning question. For one thing that our kindergartens do to our little foreigners who flock to their doors is to make Americans of them. They are taught to honor the flag. They are made to feel that there is such a country as America and that they are part of it. They learn in their games some wholesome lessons in Americanism, such as giving the other fellow a chance, and submitting to the will of the majority. Directly and indirectly, by patient, careful teaching week in and week out these little ones, many of them waifs of the streets, learn lessons that make them better children, that will make them better men and women, and will make them better Americans. And the lessons learned in childhood are hard to unlearn. "Give me the child until he is six," said wise Ignatius Loyola, "and I care not who has him thereafter."

If the kindergartens of the New York Kindergarten Association did nothing else but make Americans of the hundreds of little foreigners who come to them, they would perform a service for the nation that can hardly be overestimated. And it is such a sane and simple work. Make Americans of these children? The time to do it is at the beginning. That is when our kindergartens work — at the beginning, the most critical, the most impressionable time in the unfolding of these lives.

Give a little thought to this problem of Americanization, so serious and so vital for the future of our country, and you will see the necessity of helping these kindergartens, which have done wonderful service for more than a quarter of a century in meeting this problem, to continue their noble work.

It is better and simpler to turn a little foreigner into a useful American citizen than to deport a grown up foreigner who dislikes our ways because he misunderstands them.

We ask serious consideration, therefore, and generous support, for the New York Kindergarten Association, not only for the good it does in other ways, but for its practical work in Americanization.

38. New York State Federation of Labor, New York City. The following was taken from a New Hampshire publication on Americanization:

SIGNIFICANT ACTION OF NEW YORK STATE FEDERATION OF LABOR

At the Fifty-fifth Annual Convention of the New York State Federation of Labor, recently (before December, 1918), held at Rochester, N. Y., the following rule or principle was adopted on recommendation of the Committee on Education, viz:

> "Acquisition of a fair knowledge of the American language by continuous shop and school instruction, supervised by state educational authorities, to be required of all employed foreign language aliens, as a condition of continued employment."

39. Pan-Hellenic Union in America, 56 West 30th street, New York City, N. H. Lang, executive secretary, October 21, 1919:

> "We are favored by your letter of 15th inst., relative to the information you are willing to get, as regards the work which is being done to educate the Greeks of New York City.
>
> "We are more than pleased to state that a great attention has been lately given to this matter, not only by the various Greek educational organizations, but as well by the whole Greek community of New York.
>
> "Our Union whose most principal object since its foundation has been to encourage the study of the English language and to propagate educational and moral doctrines among the Greeks of the United States, has always given the greater attention and care to this matter.
>
> "In our annual assembly held last month in New York, a resolution adopted that special funds be provided by all its branches in United States, to assist a certain number of Greek students of practical sciences in the different universities of the country.
>
> "Our branch of New York has lately applied to the Columbia and Harvard universities asking relative particulars and suggestions for the most appropriate use of its funds.

"A long experience has taught the Greeks of United States that they must learn the English language, in order to be able to profit of the privileges of this great country and understand better the democratic American spirit.

"To this effect all the efforts of our organizations, newspapers, and our church are concentrated, and we hope they will bring forth the expected good results.

"The majority of the working class of both sexes attend English classes in the various night schools of New York, most of them in the different branches of the Y. M. C. A.

"A good number of private Greek-American schools are the centers of a great number of Greek students of English.

"Another number of educated Greeks attend night courses in the different high schools of New York and the universities of New York State.

"We regret we cannot for the present give you the exact number of these students, but we will be glad to do it later.

"Apart from the various state and private schools mentioned, the Greek-American Institute of Eagle Avenue of New York, concentrates every year a good number of Greek students, its principal object being the teaching of the American history, and English language.

"The mentioned Institute and the private Greek-American schools have greatly contributed to the education of the Greek element of New York.

"Our Union complying with a resolution adopted by the Central Committee of New York will establish the next month in co-operation with the Y. M. C. A. a night English class for working Greek adults in her Hall.

"The same efforts and activities have been shown in the other as well as the Greek communities of the country, to educate the Greek element, and the results have been very successful."

40. Patriotic Education Society, Inc., 1133 Broadway, New York City, Henry A. Wise Wood, president, March 17, 1920:

"Since the armistice was declared our activities have practically ceased.

"So soon as the treaty fight is over we shall consider setting this organization to work again. At this moment it is too soon to determine the precise nature of its activities. Let me congratulate you upon your splendid patriotic work."

41. The People's Institute of New York, 70 Fifth avenue, New York City:

Trustees.— Edward F. Sanderson, director; Henry de Forest Baldwin, chairman; Sam A. Lewisohn, treasurer; John G. Agar, George W. Alger, Henry de Forest Baldwin, Frederic C. Howe, Sam A. Lewisohn, Leonard G. McAneny, J. Howard Melish, Edward E. Sanderson, Mrs. Charles Sprague Smith, Fred M. Stein, James P. Warbasse.

1919 ACTIVITIES OF THE PEOPLE'S INSTITUTE

The People's Institute works with the people for better educational, cultural, and recreational opportunities.

People's Forum

Sunday Nights at Cooper Union

When Charles Sprague Smith founded the People's Institute Forum he laid down three requirements for the speakers: First, knowledge. The speaker must be a recognized expert. Second, sincerity. Whoever comes on our platform is expected to speak the whole truth as he sees it. Third, responsibility. The Institute believing, as it does, in constructive reform effected by the people through the ballot, has no place on its platform for the preacher of revolution.

The first and largest forum in the country and the model for the forum movement in the United States. A clearing house favoring no particular propaganda, seeking only to give full discussion to all matters of public concern and all shades of opinion honestly put forward for bettering human conditions. The ablest speakers in America have addressed this audience.

Educational Forum

Friday Nights at Cooper Union

The People's Institute believes that democracy is only safe in the hands of a correctly informed public, trained in social science, and the appreciation of values. Under the title "Individual and Crowd Ideas in Their Relation to Democracy," Everett Dean Martin gave in twenty-eight successive lectures an interpretation of the problems of the modern world. The spirited debate between lecturer and audience demonstrated the serious listening and clear thinking of the people.

The School of Philosophy

Saturday Nights, Stuyvesant Neighborhood House

An outgrowth of the Educational Forum conducted at the request of young men and women from the East Side and financed by them.

A Group at the School of Philosophy

Under the leadership of Everett Dean Martin the school has grown from one lecturer and a student body of 125 to an institution of 500 with five lecturers. Their great need is a suitable building.

Community Centers as Partners in Social Work

Community centers are the logical headquarters for the neighborhood work of the Boy Scouts, the Camp Fire Girls, the Red Cross, and other nation-wide organizations, especially those interested in Americanization problems.

Music League of the People's Institute

The purpose of the League is to stimulate musical appreciation, to foster opportunities that give good music to the people of New York City at popular prices, to assist young artists of fine musicianship, and finally to make the enjoyment of music an integral part of the lives of the people as it is in the cities of Europe.

Open-Air Concerts — Lewisohn Stadium, Summer of 1919

Co-operating with a group of public spirited men and women, and assisted by Arnold Volpe, conductor and composer, the Music League of the People's Institute has arranged to give to New York the opportunity to hear the world's finest soloists and symphonies in the open air every evening, including Sunday, during July and August, at the Lewisohn Stadium, 137th street and Amsterdam avenue. Concerts beginning June 30th and thereafter daily at 8:30 p. m.

Cycle of Folk Song Concerts

Tuesday Nights at Cooper Union

The People's Institute believes in music as of first importance for community work, and in self-expression through music as an Americanization factor for foreigners as well as an art contribution for America. Following this theory, with great success,

fifteen concerts of folk songs were given by professional musicians and soloists in Italian, French, Spanish, Russian, Polish, Greek, Yiddish, Lithuanian, English and more than twenty-five dialects. The great hall of Cooper Union was filled to capacity.

Concerts in Public School Auditoriums

In order to make music a greater part of community life the Music League gave 100 evening concerts in public school auditoriums and at Cooper Union during the season just passed.

Americanization

Night Schools for Foreigners

Co-operating with the Department of Education at the outbreak of the war the People's Institute introduced Community Center work into two night schools for foreigners. The work was highly successful and was subsequently introduced by the Board of Education into many additional night schools.

Community Centers

The People's Institute has been the pioneer of the Community Center movement and has been instrumental in opening the public schools for neighborhood use as community centers, polling places and for the educational and recreational work of trade unions. The Institute published the first Community Center Bulletin, organized the first national conference of Community Center workers, maintains an experimental Community Center in Public School 40 on East 20th street and has trained many leaders for community work in the Training School for Community Workers.

Properly housed and further developed Community Centers will furnish an indispensable point of contact to the city government in great campaigns such as the recent campaigns for Americanization, food conservation and health education.

Training School for Community Workers

The training school was started in 1913 to meet the growing need for workers of a very high standard to direct community work.

In 1919 the school has become an independent institution working on a co-operative basis unique in education.

Wingate Community Center, Public School 40

Activities at the experimental center are conducted by the People's Institute in co-operation with the Department of Education.

School Lunches

Ten weeks' experiment with food scouts to demonstrate the importance of proper nourishment in the progress of school children. The People's Institute is one of many organizations which advocate the equipment of public schools with facilities for placing on sale, at cost price, a hot, nourishing lunch for school children.

HEALTH WORK

In 1918, co-operating with the Federation of Child Study the Institute conducted a summer health school composed of 200 under-nourished children from the classes of Public School 40 and the immediate district. During the hottest days of the summer these children "learned to be healthy" and it was demonstrated that for the same money more children can be brought back to health in Summer Health schools than by sending them to the country. This work has led to the formation of the City Health Organization endorsed by the United States Government.

UKRAINIANS

The People's Institute is now co-operating with the Ukrainian National Committee "To aid the Ukrainian people in bettering their social, intellectual and economic conditions."

ITALIANS

The Institute is working with the Sons of Italy to help the Italian immigrant understand the fundamentals of American life. By so doing both the immigrant and our government benefit.

VOCATIONAL GUIDANCE

Co-operating with the alumni of Public School 40, the Henry Street Settlement and the Y. W. C. A., the Institute conducted a vocational guidance experiment which resulted in placing vocational guides in seven public schools. One of these is a high school and one an elementary school for colored girls.

Patriotic Motion Pictures for Non-English-Speaking Americans

In the Gramercy district, which represents twenty or more nationalities, patriotic open-air moving pictures were shown for eight weeks during the summer of 1918. One of the most effective films was "First Steps in Becoming an American Citizen."

The Institute has been instrumental in developing the following activities:

People's forums modeled on the Cooper Union Forum.
Use of public schools for citizen purposes.
Child Health Organization.
Community Center in Public School 63.
Community Center in Public School 89.
Community chorus.
People's symphony concerts.
The National Board of Review of Motion Pictures.
Play streets.
Community clearing house.
Wage Earners' Theater League.
Marine League.
Educational Dramatic League.

Reform measures co-operating with the legislative committees of the City Club, Citizens' Union and the Merchants' Association.

42. Polish National Alliance, 180 Second avenue, New York City, John S. Zawilinski, general secretary, March 20, 1920:

> "Our activities are purely patriotic, American as well as Polish, and our general aim is to persuade our members to learn the American language and become American citizens; to help our young members financially in higher American institutions of learning through our Educational Department, to help our destitute members through our Relief Department, and to take care of Polish immigrants through our Immigration Home."

43. Russian Collegiate Institute, 219 Second avenue, New York City, Jerome Landfield, treasurer, January 7, 1920:

> "I am greatly interested in the suggestion in your letter of December 31st of an increased program for the education and Americanization of adult foreigners.

"In this connection, our experience with the Russian colonies is instructive. Last spring some leading Russians called to my attention the fact that there were over 60,000 Russian immigrants in this city alone, and that they were practically without any educational facilities whatever. They pointed out that the only people working upon them were Bolshevik organizations with their propaganda and that these simple, and for the most part illiterate, peasants were susceptible to this propaganda, simply because they were thirsty for education of any sort and the meetings and lectures filled a deep-felt want. They called attention to the fact that if these Russian peasants were simply herded together in colonies without any educational advantages, they would not become good Americans if they remained here and if they returned to Russia they would simply be a detriment, not having imbibed any American ideas, but rather being corrupted by Bolshevik propaganda.

"My Russian friends also called attention to the fact that there were in the city many educated Russian refugees, intelligent and sound, whose services could be utilized in educational work in the Russian colony.

"The Russian refugees themselves contributed some $6,000 to a fund to start this educational work and organized what was termed the Russian Collegiate Institute with Professor Alexander Petrunkevitch of Yale as its head. I then secured $10,000 additional from the Carnegie Foundation. The results of the work have been most gratifying. Quarters were secured at number 219 Second avenue and a small staff of teachers and lecturers engaged. The work undertaken was of three kinds: primary instruction for children; night classes in reading and writing, simple arithmetic, history, agriculture, and technical subjects; and popular lectures on Saturday evenings and Sunday afternoons in New York and in neighboring Russian colonies.

"The attendance was good and the interest great. In the past four months, some eighty lectures have been given in New York and nearby towns, with a total attendance of over 16,000. One of the most gratifying features was that a delegation from Russian Bolsheviks waited upon the school authorities and begged that a night course be provided for them.

"The school is strictly non-political, but its effect upon the Bolshevik crowd was immediate and the Soviet Bureau has made strenuous efforts to counteract it. So, for example, when we started some technical courses, Martens also started a school with technical courses in the same line and promised the pupils that they would receive positions in Soviet Russia.

"The operations of the school have been carried on very cheaply, lecturers, for example, receiving $10 per lecture. With more funds at our disposal, we could have increased the field many times. The striking feature in the situation is the thirst for education and information on the part of the Russians, which is perhaps greater than among any other people in our midst. It is not necessary to hold out any special inducements or amusement in order to persuade them to avail themselves of the opportunities of the school.

"I have written thus at length about this little experiment because I feel that the results of our work may be suggestive. It is necessary to reach the Russians first in their own language and, through educated Russians, give them a sympathetic understanding of American institutions and people. It is not practicable with adults to confine instruction to the English language, however desirable it may be for them to learn it. If they are first sympathetically disposed toward us through the instruction of people familiar to them, they become eager students of English. It is important that they should not feel that the educational movement itself is undertaken for political or propaganda purposes.

"I should doubt the advisability of undertaking this kind of work among adults with state funds if such funds can be obtained from private persons or institutions, but it would be of the greatest advantage if public school buildings or other quarters could be furnished free for the use of such classes and lectures. It might also be possible to furnish such approved institutions with books, maps, etc.

"It is important that a certain supervision should be exercised over the teachers and lecturers in these institutions, though I think in general the Russians themselves can be trusted to do this better even than is done in some of our own American schools. I think that your Committee would find it of great interest to send a representative to visit the

Russian Collegiate Institute at number 219 Second avenue and talk with some of the teachers about their work and examine their reports with a view to getting valuable practical suggestions."

44. The Russian Economic League, Woolworth Building, New York City, Jerome Landfield, executive secretary:

"The leaders of the League are a group of educated and economically orthodox Russians, including several university professors of note." (New York "Times.")

The League publishes monthly a service bulletin describing present conditions in Russia and giving industrial news concerning Russian interests.

45. Society for Ethical Culture, New York City:

This society, through its women's organization, conducted a series of twelve lectures on "Americanization" during the winter of 1919–20, with a view to establishing a closer relationship between the foreign-born and native American, through a better understanding and appreciation of each other, and to serve as an inspiration for working and living together. The lectures were delivered by representatives of the different European groups.

46. The Society for Italian Immigrants, 6 Water street, New York City, August V. Tozzi, manager, March 17, 1920:

Synopsis of the Work of the Society for Italian Immigrants During the Years 1917, 1918, 1919

Owing to conditions created by the war the Society for Italian Immigrants suspended the publication of an annual report in the years 1917, 1918, 1919. Never, however, has the work itself been suspended, although modified by the changed circumstances brought about by the war, and it is the aim of the present report to give a comprehensive view of the work accomplished during this period in the several fields of the Society's activity.

These fields, so far as they can be identified with definite physical areas, were, before the war, Ellis Island, the Casa per gl' Immigranti Italiani (House for Italian Immigrants) and the principal docks and railway stations of the city. To these, the war added another, the Federal Bureau in the Custom House.

The Italian Reservists

With the announcement of Italy's purpose to enter the war, the Society ceased dealing with immigrants and began to deal with reservists instead. Under its several aspects this meant dealing with men exclusively instead of men, women and children, as before: it meant a problem of departing, instead of arriving, thousands; and it meant, on the part of the Society, assumption of a quasi-governmental function as the auxiliary if not the recognized agent of two great governments. It became the duty of the Society to look after the housing and feeding of by far the greater part of the enormous number of Italian reservists returning to their native country; to attend to the transfer of their baggage; to meet them upon their arrival and escort them again to the steamer upon which it had been arranged that they should depart. Often the manager would be notified the night before of the expected arrival, early the following morning, of parties aggregating from four to five thousand at half-a-dozen different railway stations. He was called upon also to advise with the railway and steamboat lines upon the proper routing of different groups to their destination here. Upon the Society was laid the charge of refunding to these men the amount of their expenses for food and other necessaries on their journey to the port of embarkation. Sometimes it was necessary to purchase articles of clothing for the needy ones. After the United States entered the war, a representative of the Society had to appear before the local registry boards in behalf of hundreds of Italians to see that they were given the proper classification as Italian reservists.

During all this time the Society was the only link between the Italian authorities and the reservists and the Casa per gl' Immigranti Italiani was their meeting place as well as clearing house.

The Society was also called upon to feed, lodge and otherwise assist almost 1,000 Italian soldiers and sailors, brought to this country to take charge of the different government purchases. We lodged, and later escorted to Montreal, Canada, the crews of eight submarines, as well as 200 Italian sailors and officers to Detroit, Michigan.

During the Liberty Loan drives, the Society's agents met and placed themselves at the disposition of all detachments of uniformed men from the Italian armed forces here to assist in the

"drives," and now that the war is over, we are doing practically the same work for the reservists returning to this country from Italy.

United States Customs Intelligence Bureau

During the years 1918 and 1919 all friendly aliens desiring to return to their homes abroad were obliged to apply to the Bureau of Passport Control in Washington for a permit to depart. Agents to issue such permits were appointed throughout the country. In order to obtain this permit, the applicant had to fill out certain blanks containing many questions which only a person with a fairly good education could answer and this fact immediately opened a new field for "graft" to those who thrive on what can be obtained for any kind of service to an immigrant. After the filing of the application, the emigrant was obliged to wait from one to two weeks for an answer, and during all of this time he would be at the mercy of "sharks." It was often brought to the Society's attention, as well as to that of the federal authorities in charge, that Italians paid as high as $50 to have their application blanks attended to, and other amounts ranging from $5 upwards for extra services, such as "interesting an official" to O. K. the application to depart or have the request "rushed through."

It became urgent for the Society to do something to relieve this situation and immediately steps were taken to get in touch with the officials in charge of the Customs Intelligence Bureau who agreed upon a method of co-operation to save the emigrant a waste of time and money. The Society sent out circulars throughout the United States advising Italians through banks and steamship agencies what was necessary for them to do and arrangements were made so that all Italians who were not able to fill out their own blanks or pay a small fee to have the work done, should, upon their arrival here, call upon this Society, which stood ready to render all possible assistance without charge. In spite of the small office force available there were days when from thirty to forty sets of applications were filled out, each set consisting of three copies.

Gradually, as the Intelligence Bureau perfected its organization, the grafters were put out of business. It was to this office that the prospective passenger was obliged to come to obtain the necessary visé to his passport before he would be allowed to

depart, and no one was permitted in the office except the passenger himself. This rule was relaxed, however, in favor of the Society's agents, who were thus enabled to act directly for the reservists, and during all the time this privilege was enjoyed there was not one single case of friction or differences of opinion between the Society's representative and the officials whose confidence they held.

Internal Revenue Service

Early in 1919 the United States Customs Intelligence Bureau was done away with and in its place as a sort of watch and control office, there came into existence the bureau of the Internal Revenue Collector, whose duty it became to see to it that no one left the country without showing proof that he had satisfied his obligations by the payment of his income tax. This system is still maintained, revenue agents being at the docks on all sailing days to inspect the tax receipts without which the emigrant would not be allowed to depart.

As supervising agent of this office, Col. Daniel C. Porter has willingly acknowledged the aid afforded his office staff as well as the departing emigrants by the Society's representatives in settling the disputes that so often arise over a tax that, at first glance, at any rate, is apt to appear to the bewildered emigrant wholly inadmissible and quite out of proportion to his earnings. The Society's agents, being careful to espouse none but meritorious cases, have been influential in obtaining many reductions, and while thus serving the interest of the emigrant have maintained such good relations with the officials of this service that they have frequently been called upon to investigate cases where Italians had been defrauded, or where an interpreter was required.

Reservists Coming Back

Now that the war is over, many of the reservists are returning to this country. The Italian law requires that all that wish to return must do so within two years' time. A recent newspaper estimate says that of 100,000 living reservists from the United States, 60,000 will return this year. The same authority estimates that more Italians will embark for the United States this year than in the record year 1913, when 375,000 came here. The Consulate in Naples is said to be besieged at present with the applications of those seeking to return.

Escort Service

Our agents are on hand to meet all Mediterranean steamers carrying Italians, and assist those landing and admitted on the docks to their destinations in the city or the suburbs, or when going out of town, to the different railroad stations. In a great many cases where immigrants arrive without sufficient funds to proceed to their destinations or possessed of an indefinite address, our representatives ask for their discharge in care of this Society, whereupon they are escorted to the Casa, there to await communication with relatives and the conclusion of such arrangements as may be necessary. These agents are also of great use to both customs and immigration officials, being in constant demand to act as interpreters. In this way they render a great service in facilitating the examination of baggage, among other things.

At the present time (March, 1920) some 10 per cent. of this immigration is new, consisting of refugees from the invaded provinces of Italy — men, women, and children, quite a large part of it young children. These are greatly in need of warm clothing and sometimes lack the food necessary to sustain them on the journey to their destination. The Society tries to supply these things, but has not sufficient means to attend to all the wants that come to the attention of its agents.

At the Casa

For the period January 1, 1917, to December 31, 1919, there were lodged and fed in the Casa per gl' Italiani 25,773 immigrants who paid for a total of 45,128 days of maintenance and for whom there had to be prepared 135,384 meals. In 1919 alone, the Casa was filled to capacity almost every weekday, having lodged 16,447 immigrants who stopped on an average of two and three-fourths days per capita. There were fully 8,000 others for whom we secured accommodation outside in other hotels known to be run on strictly honest lines. Our inability to give shelter to so many immigrants was simply due to a lack of room. We can accommodate only 220 persons and there were days when 600 passengers would be advised to our care.

There are at present fully 1,000 banks and steamship agents throughout the United States who advise their clients to our care. The Society's agents meet them on arrival at the railroad stations, accompany them to our offices, arrange for the stamping of their

steamship tickets, look after the viséing of their passports, assist them with the filing of their individual income tax reports, and escort them to their steamer on the morning of their sailing, all of which services are included in the cost of $1.50 per day, which pays also for lodging and three meals. The meals are of plain cooking (Italian style), substantial and wholesome. The passengers sleep in single beds in large, well-lighted and well-ventilated dormitories. They also have the use of hot and cold shower baths.

Since the Society opened the house for Italians, it has fed, lodged and otherwise assisted 222,743 immigrants, exclusive of thousands with whom we have come in contact either through our representative at Ellis Island or on their landing on the steamship docks. Each for one reason of another remembers the assistance given by The Society for Italian Immigrants and as time goes on and some sort of information is desired, they write to us. Requests are received to locate numerous friends or relatives or to settle different matters of business. Then again, we have many, many requests to trace lost or mislaid baggage and arrange to have it forwarded to Italy or brought on to this city and then shipped to the owner's address, as the case may require. This tracing of lost baggage and restoring to the immigrant something which he had come to believe lost for all time, keeps us in touch with Italians for a long time after they have first received our assistance. There have been instances where baggage claims have kept us in correspondence with the immigrant for months and in several cases for over a year.

The Labor Bureau

Previous to the war, our free labor bureau was in a position to supply as many men as requested by the different construction companies, etc., but for the last three years it has been impossible to meet the many demands made upon us for laborers. The reason for this is that at the outbreak of the war Italian laborers (the younger element and in greater demand) returned to Italy to join the army in such numbers that their absence was keenly felt wherever formerly employed, and the comparative light immigration at the time made the situation rather serious. Of the few Italians remaining in this country, many accepted positions at munition plants, and the real climax came when the United States entered the war, when hundreds of thousands joined our

forces. Now, with the Italians returning to this country, it is hoped that we may soon be in a position to supply help again, for about 70 per cent. of the Italian laborers who left this country have been discharged from Italy's forces and a large proportion of them are said to be on their way back to the United States.

Education

For the past four years the Society has looked after the education of a young medical student, and it has decided to apply every year a certain sum with which to provide scholarships for the education of two children of Italian immigrant parentage. No particular profession or trade will be preferred in order that better advantage may be taken of each need and opportunity when it occurs.

The last camp school of the Society closed in November, 1916, and since that time nothing has been attempted in the direction of teaching English to laborers. This and the closely related work of so-called Americanization, or instruction in citizenship, is of undoubted value and will be resumed, it is hoped, when conditions warrant it.

The Work at Ellis Island

In place of the forty-four societies represented on the Island before the war, there is at present a Visitation Committee composed of seven members who are entrusted to carry on all the philanthropic work on the Island. As, under the ruling of the Commissioner-General of Immigration this commission of seven cannot be increased, the Italian member of the Board, who represents the interests of The Society for Italian Immigrants, is confronted with a difficult task, as especially at this present time about 95 per cent. of the immigration is from Italy.

Of his work there, the Society's representative on the Island writes: "It can be developed to such an extent that it would require a large working force in order that each and every individual immigrant can be reached and none permitted to go astray. It is imperative that these immigrants be given assistance, and it is a recognized fact, not only by the immigration officials, but by everyone that really understands the situation on Ellis Island. Our aid and advice to these newcomers is absolutely essential and it must be carried on continuously and efficiently, for the welfare of these aliens lies in our power. To neglect them would

be a cruel injustice, for they must have someone to guide them and above all save and protect them from the clutches of the "human sharks" that are by the hundreds waiting for their arrival in order to abscond with all that they can get in their possession.

The immigrants themselves ask for us upon their arrival; they feel relieved when we approach them and give them courage; they bless us when they realize that they have someone to show them the road to safety, and tell their troubles to; they become tranquil and calm when they know that there is someone on the Island that is looking after them; they show so much faith and hope in us that it is a great pleasure to do things for them. The work that can be done on Ellis Island is far from the average person's ideas, and no one can understand or comprehend the good that can be done there unless they should have the opportunity of observing it in person for several months. Things can be said about Ellis Island that it would take volumes to narrate, for there you will find all species of human nature.

Attending to the Needs of the Immigrants

The immigrants are supplied daily with newspapers, tobacco, and writing paper. Where they are badly in need of shoes and other articles of clothing, these are supplied. Their little hoard of lire is exchanged into American money at an advantageous rate of exchange. They are escorted to the railway station and given food for the journey, besides being relieved of the labor of attending to the transfer of their baggage. Whenever so requested, every means at the disposal of the Society are availed of to trace the whereabouts of relatives. All of this is done free of charge, and the immigrants are warned that to engage attorneys to appear in their behalf is wasteful and unnecessary. The provisions of the Immigration Law, as well as the rules and regulations of the Island, are explained to them, so that they may understand their rights and privileges. In addition to this it is necessary from time to time to make appeals in behalf of the excluded immigrants where the sentence of exclusion has been based upon a too narrowly technical construction of the law.

In all this work our representative reports that he meets with uniform courtesy and attention from the officials on the Island, and he has high praise for their co-operation and forbearance in

their dealings with "our hasty Italians." With the representatives of the other societies he also co-operates gladly and his report concludes:

"We also realize that our mission upon Ellis Island is to extend a glad hand to all, and to listen, patiently and intelligently to the wants of those who seek our aid. We do all we can to be of help to government and not a hindrance. In conclusion, we all try to help each other in every respect, for we all feel and appreciate our work as a sacred and sublime duty."

The Last Six Months

The following is a report of activities at Ellis Island from June to December, 1919, the period comprising the resumption of immigration after the close of the war. During the first three months there was little immigration, but since then the immigrants have been coming in ever-increasing numbers.

During the above stated period a total of 8,890 Italian allies were brought to Ellis Island to appear before the Board of Special Inquiry and of this approximately 99 per cent. were admitted. Of the relatives who appeared at our office for advice a total of 4,345 were given the courtesy and attention that could be given. We have received hundreds of telegrams from relatives throughout the United States and Canada requesting information and aid for their relatives detained, and approximately 1,059 telegrams were sent out from our Ellis Island office giving requested information and advice.

One hundred and seventeen appeals to the Department of Labor, Washington, D. C., in behalf of excluded aliens who were ordered deported have been made, and 101 were affirmed, leaving a total of sixteen appeals that were dismissed.

Four hundred and eighty-five special audiences were had with the immigration authorities, and 196 appearances were made before the Board of Special Inquiry in relation to the admission of aliens that were excluded.

Eighty marriages were placed in the Society's charge by the Board of Special Inquiry, a copy of the marriage certificate being filed in the executive office in each case.

Eighty-four cases were consigned to the Society to see that these aliens reached their proper destination and were placed in proper hands.

Eight applications were made out in behalf of aliens to Italian authorities in Italy, requesting refund of passage and expenses incurred by these deported aliens in coming to the United States.

Statistics of the Society for Italian Immigrants (1919)

General Office Work

Investigations, relatives and property traced	1,964
Money cared for and forwarded	32,775
Lost baggage successfully traced	406
Sick and disabled helped in various ways	317
Immigrants assisted with money	259
Letters addressed to immigrants, received and forwarded	.....
Immigrants for whom the Society has obtained an exchange or refund of steamship tickets	239
Immigrants for whom the Society has obtained cost of food and lodging	2,444
Immigrants assisted on the docks (monetary aid, baggage, etc.)	25%
Sailings of immigrant-carrying ships attended by Society's agents	171
Special cases with regard to robberies, embarkation refused, etc., attended to on docks	389
Charity cases investigated, consular tickets obtained	619
Investigations for the Royal Italian Consul and Inspector of Emigration	81

General Work at Ellis Island

Claims presented to Italian Arbitrary Commission for refund of tickets and indemnity for deported	5
Deported lists to Italian Government through Royal Inspector of Immigration	2
Relatives of immigrants given information and advice	4,345
Telegrams to relatives or friends of detained immigrant	1,059
Special audiences with United States Federal authorities to immigrants' relatives	485
Money sent to detained immigrants and deposited with Federal Treasurer at Ellis Island	5,335
Matrimonial witnessings	80
Appearances before Board of "Special Inquiry"	196

Appeals to authorities at Washington for immigrants' admission	101
"Specials" given in charge of the Society for a period of three years	84
Searches of United States custom records for immigrants' baggage	2

General Work of the Employment Bureau

Laborers placed at work	4,412
Applicants for work	4,412
Laborers requested for work	5,672

47. United Textile Workers of America, Bible House, New York City.

John Golden, international president; Sara A. Conboy, international secretary-treasurer; Thomas F. McMahon, international first vice-president; Frank McKosky, international second vice-president; James Starr, John Hanley, John H. Powers, Arthur McDonnell, George Creech, Charles Burns, Lewis Ludwig, A. T. Harbin, George White, executive council.

> "I regret very much I was unable to keep my promise to testify at the educational hearing yesterday in City Hall. I was in Lowell, Mass., on a very serious strike situation and could not possibly get away until last evening. Otherwise I should have certainly been glad of the opportunity to have been present, not only to testify, but to help in any other way possible in the splendid work being done by the Lusk Committee in getting at the real facts in connection with the seditious activities of such a large number of the foreign element, who are not and never intend to be citizens of this country."

48. Woman Suffrage Party — Americanization Bureau, Miss Esther Lape, secretary:

In an interview with a representative of the Committee during November, 1919, Miss Lape stated in part as follows:

> "We are trying to avoid political education. We think it is likely to be bad for women before they speak the English language. The first thing we did after women got the

vote was to get a bill through the Legislature to train teachers for the foreign-born. Columbia co-operated and has given two training institutes of six weeks each. It has also been done in Syracuse, Rochester and Albany. This last summer there were 7 to 9 institutes of six weeks each in the State of New York. We send out literature among the native-born to get them after the foreign-born. We have wanted to avoid the mechanics of voting in what we teach; also we have tried to avoid naturalization for the sake of voting."

CHAPTER XIII
Colleges and Universities

1. TESTIMONY OF COLLEGE REPRESENTATIVES

a. Adelphi

In a public hearing before this Committee on January 17, 1920, Dr. Frank Dickinson Blodgett, president of Adelphi College, Brooklyn, testified in substance, in answer to questions, as follows:

"I have been in academic work since 1893 — twenty-two years in the Oneonta State Normal School, and since 1915 I have been president of Adelphi College. Adelphi is a college of liberal arts for women, giving a four-year course leading to the A. B. degree. We have about 400 students.

"While the matter of the training of teachers has been my concern for some time, it was not until last September that I had considered the matter of teachers especially trained to instruct adult aliens. We are about to start courses designed for this purpose, in accordance with the State Education Department requirements. It is difficult to say whether this proposed training will be adequate to fit teachers for this work, for as far as I know, it has never been tried; but I should say that if there is going to be a weakness in it anywhere, it will be in bringing into the field too young and too inexperienced people. I believe that it will take a peculiar type of mind and a person who has sympathy with and understanding of the foreign-born, and that the requirements should be not so much educational as the general requirements of maturity and common sense.

"Besides a pedagogical test for the selection of teachers for the foreign-born, I believe that there should be a character test. The only test that I know of at the present time is that any person entering a state normal school must have a character certificate. It seems to me that if there is any place on earth where we should test a person's patriotism, Americanism and good all-around character, it is for any one who contemplates the teaching of adult foreigners. I believe that a law requiring such a character test would be a good thing.

"I am not sure that the present courses for training teachers for adult aliens would give a knowledge of racial background and history, but it would seem to me inadvisable

to insist upon this at the present time, for there would be too few who could qualify. That is something that a teacher could learn if he had the other requirements. It would seem to me advisable, however, if it could be accomplished.

"The question of moral development has been much under discussion. It seems to me that in this matter of character building, no matter how you drive the nail it will have to be clenched by the actual doing. I mean by that that you get character, not by talking about it, but by doing it — by having a teacher insist that work be well done when it should be done and that the people doing it should abide by the rules of the game and play on the square. I should say that emphasis should be laid on the character of the teacher.

"I do not think that the present compensation for teaching is sufficient to attract to the profession persons of competence and character. We have lost some people of desirable ability and character because of it, and on the other hand, some have remained in spite of it. On the whole, I should say that we have lost more good material from the fact that the compensation has not reached or attracted students to the normal schools.

"I do not want anything that I have said to be construed against the teaching profession as a whole, for I think it is mighty fine."

b. Columbia

In a public hearing before this Committee on January 17, 1920, Professor John Jacob Coss, director of the Columbia University Summer Education and assistant professor of the Department of Philosophy, testified, in substance, in answer to questions, as follows:

"In the course of my professional activities, I do not feel that I have made a study of the problems of education of adult aliens, and I regret that almost nobody in the country has done so. However, at Columbia University Summer School for two years we have been giving courses in the teaching of English to adult foreigners. We are now giving courses in Columbia House which is an integral part of the University, particularly given over to the matter of the education to foreign-born and comparatively uneducated native-born, in all matters pertaining to good citizenship.

We are training teachers there, through such courses as Methods of Teaching English to Foreigners (this course is being increasingly selected), History of Immigration, the Immigrant in Industry, Civics for the Foreign-born, Welfare Agencies in Americanization, etc. All of these are by specialists for those who are expecting to engage in the work of teaching the foreign-born.

"There are no special requirements for admission to these courses except maturity and ability to profit by taking them.

"The work has started in conjunction with the Church Women's League for Patriotic Service. They had a group of young women, social workers, chiefly, who they wanted to train for that work, and they came to us to ask us to provide the instruction.

"I believe that there are problems to be faced in teaching adults which are probably different from the problems of teaching minors, particularly minors below the age of eighteen years. I should think that the ideal teacher of an adult foreign grade would have these qualifications: First, a knowledge of the language of the group being taught; second, a knowledge of the history of the country from which the group comes, particularly of its contemporary, social and political condition; third, a knowledge of American ideals and institutions; fourth, an ability to do two things in the way of teaching — by a direct method increase the vocabulary, the reading and speaking ability of the group and at the same time and through the same methods in the subject matter used, increase an appreciation of what American ideals are and a knowledge of American institutions. I should also say that it would be necessary to have a knowledge of foreign backgrounds, because it will bring a bond of acquaintance and sympathy between those taught and the person teaching without which it is very difficult to establish a genuine connection.

"I think it would be desirable to make sure that the character and the personality of every teacher is of the highest type, although I realize that that would be a difficult thing to do.

"I am positive that the present compensation of teachers is inadequate. At Columbia we have now a basic salary of, for persons in the instructorial grade, $2,000. I think that

is fair. The salary scale runs up to $6,000, which is the basic salary of a full professor. About 50 per cent. of those receiving $2,000 are married men and I should say they are about twenty-seven years old.

"I have never been able to convince myself that it is true that lack of remuneration has anything to do with the extreme liberal tendencies that seem to crop out in some of our schools.

"I think it might be well if some system could be devised whereby the government would be given credit for its achievements along constructive lines. It seems to me that those who are seeking for social reform would, along with their complaints, give due recognition for achievements.

"A point which I should like to stress is the advisability of having a syllabus prepared by a committee, following the splendid progress that has already been made in the new history syllabus of the State of New York, for the presentation of American ideals and institutions.

"Another point I should like to emphasize is the matter of supervision. We can have all the laws we like and all the syllabi we like, but it is to no avail unless we have adequate supervision.

"The problem of education for the adult foreigner is a difficult one, because they must work and study at the same time. Some study will have to be put into the working day. How that can be done without either having a complicated system of state reimbursement to employers for time out, or state compulsion of employers to introduce such a system of teaching for adult foreign-born, I do not see. The night school does not seem to be a solution, for workers are too tired to study at night, and if they do it under any kind of pressure they will not do it effectually. I do not believe in any kind of compulsory education for adult foreigners. The best way to get them to learn English is to get employers to realize the importance of it, and the benefit to themselves of having their employees speak English and to realize their own responsibility to provide facilities. If the industries were forced to do this it is a fair question whether we would not be putting a larger load upon them than they can justly be called upon to carry. On the other hand, it is a work of public welfare, and it would not seem to me unjust nor

unreasonable to expect the state to contribute at least a portion of the cost of educating foreign-born labor in the industries."

c. New York University

Before a public hearing of this Committee on January 17, 1920, Elmer Elsworth Brown, Chancellor of New York University, testified, in substance, as follows:

"We have given certain consideration to the question of education for adult aliens and the preparation of teachers for that work. We are now trying to bring about an effective co-operation between our school of pedagogy and our division of public affairs, with this very thing in mind.

"It has been brought to my attention that the teachers in evening schools are the very people who take it up as a secondary occupation, and who do not regard it as a very serious part of their work, and the work suffers in consequence. This, I believe, is in some measure due to inadequate compensation.

"Two years ago teachers of English and civics were receiving $290, which was not enough. My own impression is that we are not taking seriously enough the work of our evening schools, not only in our public schools, but in our universities as well. The work of the night school teacher should involve something more than merely being in the classroom for two hours. There should be plenty of teachers for night schools who would make that their principal work and who during the day would be engaged in an occupation that is tributary to the night work. They could be getting in contact with the life of their pupils if they were teaching adult foreigners.

"Everything possible should be done to assure the public of the fact that the teachers are loyal Americans, but there would be a difficulty in conducting any sort of character tests.

"We have one interesting adjunct of the University in the Theodore Greeley White fund of $90,000 for the training of young men, particularly on the West Side of New York, in citizenship, and for several years now the different men who have been in charge of operations under that fund have been giving special attention to the presentation of knowledge of citizenship, the ideals of American citizenship

to the boys there on the West Side with whom they come in contact. This is done in co-operation with the settlements.

"New York University could supply teachers and lecturers for Americanization work in connection with settlements and churches, etc., but I must say frankly that the compensation is too low to draw adequate numbers.

"If the state should undertake to provide teachers for the foreign-born, New York University could enter at once upon the training of them. We have all the machinery ready for it. You cannot get the people you want by adjusting the matter of salary. Those who go into this work simply for the salary are not going to be the kind of people you want. They will not have the real burning and intelligent Americanism that is necessary."

2. COMMUNICATIONS FROM EDUCATORS

The principal colleges and universities of the State of New York were circularized by the Committee with a view to obtaining the advice of their heads, prominent in the educational fields, as to requirements and compensation for teaching of the foreign-born, what their own school could do to train teachers for this work, and any information or advice they might volunteer on the subject of immigrant education and citizenship training. We quote verbatim from the letters received in reply.

a. Adelphi College, Brooklyn, Dr. Frank D. Blodgett, president, October 10, 1919:

"A few days ago Miss Elizabeth M. Woodward of the State Education Department, who is engaged in the work of arranging for teaching foreigners, called upon me. She reported a great shortage of suitable teachers for this work (immigrant education). I recommended a few teachers to her and told her that, when we could learn definitely just what requirements the Education Department judged necessary for such teachers, Adelphi would be glad to do all in its power along the lines of its work to co-operate in preparing such teachers. I am glad to give you the same assurance.

"I hesitate to give you my personal views regarding the requirements of such teachers because I do not feel that I have studied the subject of the condition of non-English-speaking people thoroughly enough to make my views of

value. I have watched somewhat the work of teaching English to foreigners as it is conducted at the Central Branch of the Young Men's Christian Association of Brooklyn. Apparently the success of the work is determined very largely by the personality of the teacher and that teacher's thorough understanding of the 'psychology' of the particular group of foreigners to be instructed.

"The compensation for this work should, of course, be good, but I am inclined to think that the problem will not be so much the pay for the work as to find people who can do it.

"I have watched newspaper accounts of the work of your Committee and I have felt much confidence in it because you seem to be making a thorough study of conditions, something which many of us engaged in working in other parts of the education field have not done. I believe you are working along the right lines. Seditious activities will not grow less as long as un-Americanized foreigners get hold of the second generation — some way must be devised to reach the first generation.

"Some of our college girls who are specializing in sociology and economics could do good work in this field in getting at the women. I doubt the advisability of trying to enlist them in work with the men."

b. Alexander Hamilton Institute, Astor Place, New York City, Jeremiah Jenks, Ph.D., LL.D., Research Professor of Government and Public Administration, New York University, November 29, 1919:

"In reply to your letter of November 21st, permit me to make the following summary statements regarding my judgment on the questions asked:

"1. Education should be compulsory for adult foreigners as a *condition for citizenship.* Careful inquiry should be made regarding those who stay in this country without citizenship. They should be registered, and carefully and regularly checked up.

"2. Candidates for citizenship should be trained in:

"(a) Reading and writing the English language;

"(b) American history;

"(c) Actual American government;

"(d) Elements of economic (business) principles; for example, the distinction between money wages and real wages; that is, what the money wages will buy; the fact that wages must be paid out of the value of the product of the industry, not out of profits; that an increase in the value of the product by either increasing its quantity or improving its quality furnishes a fund — and usually the only fund — from which wages can be raised; and similar elementary fundamental ideas of business.

"3. The public should provide schools, although there is no objection to certain private foundations, industrial or religious, furnishing the training, provided that such training is under governmental supervision.

"4. The large industries should be encouraged to furnish training to their foreign-born employees; especially in all matters that pertain to their work and that would be advantageous in the long run to the company. If they will supply the further education needed for citizenship, so much the better; but the burden should be primarily on the public.

"5. In connection with all of this training the following things should be kept in mind:

"(a) The importance of getting the foreigner's point of view, as a condition of planning and carrying out the training.

"(b) The importance of elementary business principles to which I referred above. I am not sure but that this is, on the whole, the most important single thought to be kept in mind.

"(c) The importance of the sound political ideas now found in the Constitution of the United States and in the history of this country. These facts should be carefully sought out and made clear. A large part of our difficulties at the present time come from the fact that people do not understand just what progress has been made by our poorer people, how much greater that progress is here than in other countries, and how relatively great the promise is of continued improvement.

"(d) Probably many of these ideas can be most easily and most thoroughly taught by means of lantern slides and moving pictures and used in co-operation with lectures and text-books.

"(e) It is of the very highest importance that teachers of the right type be secured and that they be properly trained.

"I hope that these suggestions may be of some slight value, and I should be glad to co-operate further if opportunity offers."

c. Alfred University, Alfred, Dr. Boothe C. Davis, president, November 12, 1919:

"Replying to your inquiry in respect to the requirements for teachers of adults, as to what Alfred University is able to do in the preparation of such teachers, permit me to say that I think your Committee is performing a very important task in investigating seditious activities. I doubt not that in some instances these activities are promoted through public school teachers, though I am inclined to believe that the percentage of such teachers is small. Alfred University, however, is located in a rural part of the state and we see comparatively few foreigners among our students.

"We have strong courses in government, economics and sociology, all of which are intended to give prospective teachers a true patriotic point of view.

"With such training as our own American young people receive here, I think there is very little danger of seditious activities.

"In my mind, the most important thing in the licensing of teachers is to discriminate against individuals whose previous environment, foreign sympathies and tendencies would suggest danger of seditious activities. It might be advisable also to require more technical training in government than has heretofore been required.

"The wage scale is doubtless too low all over the state to attract to the teaching profession the most competent and thoroughly qualified men."

d. Barnard College, Columbia University, New York City, Virginia C. Gildersleeve, dean, October 21, 1919:

"I have delayed answering your letter of October 8th because I have been trying to find out the present requirements for the licensing of teachers for adults in this state, but I have unfortunately not been able to ascertain just what they are, or rather whether they differ from the requirements for teachers of children.

"In general, I should think that a regular college degree or its equivalent would be a desirable prerequisite for such a position, and that some sort of character or personality test should be used. We do not give at Barnard College any technical courses in methods of teaching, since these are provided by Teachers' College of this University. We do, however, offer a regular college curriculum of the liberal sort, suitable for preparing teachers to meet the requirements I have suggested.

"I should think that probably a minimum of $2,500 a year would be necessary in order to attract to this work women of rather exceptional ability. I do not know whether this sum would secure men of the type you need."

e. Brooklyn Training School for Teachers, Department of Education, City of New York, Miss Emma L. Johnson, principal, November 6, 1919:

"I have given much thought to the inquiries in your letter of October 16th concerning the education of adult foreigners.

"It seems to me that although the teaching of adults is of immense importance to the State the skill required on the part of the teacher is not nearly so great as that required of the teacher of children. The requirements for teaching adults are different from but not greater than the requirements for teaching children. Therefore the compensation for teaching adult foreigners should not be more than the compensation for teaching in the regular public schools. It might be less — equal to the per diem wage of high school substitutes, for instance.

"An important qualification for the teacher of adult foreigners is a sympathetic understanding of the foreigners' aspirations and social condition. Given this understanding, together with the equivalent of a high school education, it should be possible to train persons for this special work in very much less time than it takes to train regular teachers. The Supervisor of Immigrant Education for the New York State Department of Education has arranged a course of training consisting of thirty lessons.

"The Brooklyn Training School for Teachers is prepared to give any courses the State requires. With its present equipment and teaching staff it can offer its undergraduates

an elective course in methods of teaching English and civics to adult foreigners and it can offer a similar course to any special students who may desire to take this course alone."

f. The College of the City of New York, Dr. Sidney E. Mezes, president, October 16, 1919:

"I have your letter of October 8th, in which you ask me to make suggestions concerning 'additional educational facilities offered to adult foreigners and increasing the requirements for the licensing of teachers for adults in this state.' I note also that you ask what the College of the City of New York would be able to do to prepare teachers to meet such increased requirements. In answer to your inquiry I beg to submit the following:

"Educational Facilities

"1. Increased vocational training in the evenings and after labor hours in shops, factories, etc. Studies in government, current events and English should be made part of the course offered. These three subjects can be correlated closely so that the lessons would really be in oral English, but the content would deal with current events and the principles of democratic government.

"2. Plan to supply speakers at all gatherings of workers who are victims of the professional agitators. There should be noon-hour gathering in shops and factories. Lodges, mutual benefit associations, labor unions should all be asked to invite state lecturers to their meetings. Much can be done at these meetings to make clear the principles of representative government and to explain away the fallacies and misrepresentations which are spread by agitators.

"3. A plan should be arranged whereby the citizens and their representatives are brought into closer relationship at regular times. It seems to me that this can be done in a city like this by setting aside one week in which every assemblyman is scheduled to speak to his constituents in some centrally located school house in his assembly district. Another week may be set aside when each state senator speaks to his constituents. Similarly congressmen and other elected representatives can be given a like opportunity to address the electorate. In this way a representative would

feel that he must account at least once a year to his constituents. These meetings must be carefully planned and organized and must be so arranged that citizens can ask questions of their representatives. We talk much about representative government and about the will of the people, but to many foreigners these are mere abstractions. Such meetings as are suggested would undoubtedly make clear and concrete to every person the meaning of government responsible to the people.

"4. It seems to me that much can be accomplished by working through the foreign press. We all want a country in which one language is spoken, but we must remember that many foreigners come here at an age when it is impossible to acquire enough English to make English the medium of thinking and expression. If the foreign press were thoroughly loyal and co-operated in the plan of the state to make clear our form of government, we would do much toward dispelling the groundless discontent which exists in the minds of many foreigners, especially the foreign laboring class.

"QUALIFICATIONS OF TEACHERS OF ADULTS

"In the nature of the case the teaching of adults must be limited to evenings, Saturday afternoons, or late afternoons. It is, therefore, possible to utilize the best trained and most effective teachers of our public school system. An ample salary should be provided to attract the most competent to this sort of work. The salary must not be less than $1,200 per annum. Those who are selected should then be given training of an intensive character for three months. They should study government, public speaking and debate, current events, economics, labor history and labor practices. The College of the City of New York could, under proper financial arrangements, undertake to give this training to those deemed to be especially fitted to do this after-school teaching. The training should be given at state expense. After the period of training these teachers could then be assigned to speak at such gatherings and to such groups as are described above.

"To carry out such an organization it would be necessary to have a State Director of Citizen Training. His compensation should be about $6,000 per annum. A local field worker should be assigned to each industrial community. It would be wise to establish co-operation with local school systems, thus utilizing their facilities and giving directions to their activities."

g. Columbia University, New York City, Dr. Nicholas Murray Butler, president, October 9, 1919:

"I have your letter of the 8th, asking me certain questions arising from the reflections of the members of the Joint Legislative Committee Investigating Seditious Activities.

"It is a very difficult thing to make definite and practicable recommendations in this regard. What the loyal and patriotic citizens really have to confront is a widespread state of mind that is both disloyal and unpatriotic, and which glories in the fact because it regards patriotism and loyalty as outworn and 'capitalist' virtues. This state of mind is especially frequent among those who often read but who rarely think. It has infected very many school teachers, editors, clergymen, and these have, consciously or unconsciously, become aids in a movement to break down the American civilization and the American government.

"To combat a state of mind like this the only effective weapon is a better and more reasonable state of mind. Force does little more than create martyrs, except, of course, in months of acute national danger, when force must be resorted to by the nation for its self-protection. In ordinary times, however, the effective weapon to use with unwisdom and folly is reasonableness. This habit of reasonableness coupled with adequate understanding of social, economic and political facts, should be constantly urged upon teachers, editors and clergymen, as well as upon any others who undertake to influence and to guide public opinion. Columbia University in its various parts is doing what it can do to instill the habit of reasonableness in those who go out from its doors.

"It is a fact that the material compensations of the teaching profession are not sufficient to attract permanently to it men and women of the highest competence. On the other

hand, compensation alone will not change a state of mind, although it may have some effect upon the conditions which, in any given case, have given rise to such a state of mind."

Letter from Professor James C. Egbert, director of Extension Teaching, December 27, 1919:

"Courses in Extension Teaching are now offered to train workers for the foreign-born and also to meet some of the needs of aliens directly.

"Under the first group are the courses now offered in Columbia House, under the direction of Extension Teaching, on the principles and practice of work for the foreign-born. I enclose a folder describing the work. Bearing on the problem may also be considered our course on the forms, principles, and practices of community organization. I might include here our course on modern social, economic and political problems. Among these problems is included that of Americanization.

"Among the graduate courses in Extension Teaching should be mentioned Mr. Shenton's course on the practical applications of sociology (Sociology–142). This course deals with racial studies with a view to determining practical procedure and policies for readjustment and reconstruction. Mr. Shenton's course on the problems of democracy considers in part that of Americanization.

"Extension Teaching also admits non-English-speaking aliens to courses in the elements of the English language and also provides for them the opportunity to obtain evening work for practice in oral English."

Letter from Professor John J. Coss, director of Summer Education and assistant professor in the Department of Philosophy, January 1, 1920:

"Here follows a brief statement of the work which Columbia has been and is doing in the general matter of education in citizenship. I should like merely to emphasize again the critical importance of supervision of any work which may be undertaken in the teaching of English and civics to adults. This and the actual content of such courses, it seems to me, must be very carefully watched if the work is to yield returns commensurate with the expenditure."

Memorandum on the Nature and Scope of Work Being Carried on by Columbia University

The work of Columbia University rather naturally divides itself into four parts:

First, the work of the Acadamic Year;

Second, the work of the Extension Teaching;

Third, the Summer Session, which is recognized as of the same standing as the work of the Academic Year;

Fourth, Home Study Courses.

In all these divisions the University has been and is conducting many courses which specifically treat of the nature and duties of patriotic citizenship.

The Academic Year

All undergraduates in Columbia College are required to take a course called Introduction to Contemporary Civilization, which meets five times a week throughout the year. In this course, which is conducted in sections of thirty men, each under unusually expert instruction, an effort is made to bring to the students information regarding the problems of the present day—economic, political, educational and moral. Not only are these fields discussed separately, but they are given a setting by a survey of nineteenth century history and by a consideration of human traits and their social significance.

This course was started in September, 1919, and may in a sense be considered a Peace Issues Course, continuing the work which was begun in the S. A. T. C. through the War Issues Course. In addition to the above course, a wide variety of courses in government, economics, history and philosophy provided unusual opportunities for the students to obtain detailed instruction in the problems of contemporary civilization.

In the graduate schools research in social problems is added to instruction and the continued growth of the Social Science Departments is an indication of the increased importance which is being given to all public problems.

In Teachers' College courses are given in the methods of teaching English to foreigners and also in methods of instruction in civics and good citizenship.

In Columbia House, which is an Americanization library and research center, the University has an agency which may be used both by public and students for the securing of the most recent

and authoritative information on matters of public concern, having specially to do with our foreign population.

In Columbia House, beginning January 5th, a special series of short courses will be given for the training of Americanization workers. These will be under the administrative control of Extension Teaching.

Extension Teaching

Extension Teaching at Columbia University is primarily a late afternoon and evening university, with courses conducted in the Columbia buildings in the main by the same instructors who teach regularly in the University. There are centers of instruction outside the University grounds and as far afield as Scranton, Pa. But the registration in these centers is insignificant as compared with that of the University. A large number of elementary courses in the English language are offered with a total registration of over 1,000. These courses serve chiefly well educated foreigners or natives of small education. Extension teaching does not offer the course in contemporary civilization required in Columbia College, but does offer many courses in government, economics and history. Through Extension Teaching many individuals who have had at best a secondary school education are enabled to receive instruction of the highest grade and to advance themselves by study in hours after the close of the business day.

The work of the Extension Teaching is susceptible of indefinite expansion and there is every reason to believe that the University through Extension Teaching may provide courses of standard subject matter which will be suitable for presentation to groups in communities and in industries. Such a community and industrial educational service in which guaranteed subject matter, instruction and supervision can be maintained by the University is the part in which Columbia feels great interest.

Summer Session

During the past Summer Session a special pamphlet was issued called Education in Citizenship. In this there were listed all those courses given in Summer Session which has special relevance to the problem of welding our citizenship to a more effective and harmonious whole. The circular included certain general courses such as Americanization of the Immigrant and

in addition, courses on American History and Conditions, on general social problems; courses in Foreign History and Conditions calculated to throw light on the background of our foreign population; courses in the teaching of English to foreigners and courses in a large number of foreign languages, and a series of courses for community work.

In addition, at Teachers' College during the Summer Session there were offered a large number of courses in Educational Theory and Practice. A copy of this pamphlet is enclosed.

The same method will be followed during the coming Summer Session and the courses offered will be more comprehensive and varied than in previous years. During the Summer Session we shall be able to present in the fields of the social sciences a more complete program of courses by distinguished historians, economists and specialists in government and sociology than in any session of the University before.

Home Study Courses

Beginning in September, 1919, the University established Home Study Courses. Through these by correspondence persons not in residence at the University may follow under the direction of the regular staff of the institution a systematic course of study in subjects not requiring laboratory or extensive library facilities. Already courses in the social sciences have been prepared and within the next six months their number will be materially increased.

The Home Study Courses are a logical adjunct to the courses given in Extension Teaching, and they are of university grade even though they do not carry with them credit toward a degree.

University Interest in Citizenship

Columbia University is an educational institution, which partly because of its history, partly because of its location in the City of New York, and partly because of the world situation, is deeply interested in securing and presenting information which will throw light upon the condition of our own times. It is further desirous of increasing its usefulness to the greatest possible degree within the metropolitan area and throughout the nation. This feeling is easily sensed in the trustees, and the faculty and the student body.

h. Cornell University, Ithaca, Dr. Jacob Gould Schurman, president, October 28, 1919:

"I find it somewhat difficult to answer the inquiries you raise relative to strengthening the educational facilities to be offered to adult foreigners and increasing the requirements for the licensing of teachers who are to give them instruction and also the compensation to be offered such teachers because I have not before me the facts developed by Senator Lusk's Committee and the ideas you may have in mind for this educational reform.

"It is, however, a reform in which I am very much interested. Few objects seem to me more important at the present time than the Americanization by the most effective means possible of the large number of adult immigrants now in our state.

"Furthermore, I can assure you of the hearty co-operation of Cornell University, not only in the preparation of teachers, but also in carrying on extension work in Americanization throughout the State of New York.

"I wonder if it would not be possible for Senator Lusk and you and me to have a conference some time in the near future with a view to the interchange of ideas and the consideration of plans.

"I have already talked over the matter of your letter with the deans of the different colleges, who have also been greatly interested, and I am expecting to have, about the middle of November, one of the foremost experts on Americanization give an address on the subject here. If you and Senator Lusk could attend that address when it is to be given we should be glad to have you.

"You will, I hope, from what I have written, see how much I am interested in this movement and how desirous I am of co-operating with you, both on my own part and the part of the University."

i. Hunter College of the City of New York, Dr. George Samler Davis, president, October 17, 1919:

"In reply to your letter of October 8th, I would make the following statements:

"First, as to qualifications for license to teach adults in this state: The purpose being to Americanize the adult

population of foreigners, the qualifications should embrace a knowledge of the history of our country; a strong sympathy with and a faith in our institutions, social and political, together with a thorough understanding of them; a good knowledge of the English language, as well as of economics, and some knowledge of the methods and principles of teaching. It would be well, too, for the teacher to have a speaking knowledge of one or two modern languages. Generally the requirements might properly be the equivalent of those demanded for teachers in the high schools.

"Second, Hunter College can provide all the training required through special optional courses and could give a full pedagogical training in addition.

"Third, as to compensation, such preparation and qualifications as I have outlined would be entitled to high pay, which should be equal to that given to teachers in high schools, and the teachers should be engaged for full time.

"Hunter College, you understand, is a college for women exclusively, except in its evening session, in which, under certain conditions, men are received. We are already doing some work of this sort in our Evening Session."

j. The Jewish Theological Seminary of America, New York City, Dr. Cyrus Adler, acting president, November 6, 1919:

"This Seminary is incorporated 'for the perpetuation of the tenets of the Jewish religion, the cultivation of Hebrew literature, and the pursuit of biblical and archaeological research.' This purpose is being carried out by the faculty, alumni and students of the Seminary to the best of their ability, and in this way I think the Seminary is contributing its share toward the maintenance of authority and social order. The teaching and tendency of the Seminary are along conservative lines, and no subversive propaganda is encouraged or even permitted. The general teachings of Judaism are that justice is due all men and these teachings are rooted in Divine Law. We have nothing in common with those forms of social revolution which turn their back upon religious teachings and would uproot social organization, which has been painfully built up through ages, to a great extent upon a religious basis. We hold that where civilization has failed it is because it turned its back upon

biblical law and precept which decreed proper treatment of the poor and rich — all had rights, but all had duties. These doctrines are being taught to our students in the Seminary, and are being preached from at least 100 pulpits to which our graduates have gone.

"Similar teaching is being carried on to the students of our Teachers' Institute, which is a normal college, preparing its students for teachers in Jewish religious schools.

"With regard to facilities for teaching adult foreigners I would say that the National Council of Young Men's Hebrew and Kindred Associations are conducting classes that offer exceptional opportunity to adults, both foreigners and natives, and their general secretary, Mr. Samuel A. Goldsmith, 114 Fifth avenue, New York City, might have some considerable experience on that point.

"My own personal view of the best way of meeting subversive propaganda is a more thorough education in the fundamentals of American institutional life and even some understanding of English history. Most people, for example, have no idea of the theory with regard to the ownership of real property. They have very little understanding of the steps through which the Constitution of the United States was built up; they believe that because Congress is inhibited by the First Amendment of the Constitution from passing any law establishing a church, that this is an irreligious country, whereas my own view is that the foundation of America is really a religious one, but one that our Constitution and laws give no preference to any religion and may not in any way limit its free exercise. History is, in my opinion, the great antidote to radicalism; no one with any background can ever be a real radical, and no radical ever has a real background.

"You see, my thought is that we have not had enough history, and too much irresponsible sociology. The subject, therefore, is one primarily for the consideration of those who can direct the educational system of the state, from the primary school to the university. If the educational system can be shaped from this point of view, all the teachers put in public schools would have such a sound foundation that no matter what subject of instruction might be taught, it would altogether go toward citizenship. The public lecture system

for adults, those connected with the public schools, those connected with the university extension movements, and other similar organizations which reach large numbers of people, could, I think, to great advantage be utilized against radical propaganda.

"I hope that these suggestions may be of some help. If there is any specific way in which you think I could be of service, you may fully count upon me."

k. The Keuka College, Keuka Park, Dr. A. H. Norton, president, October 27, 1919:

"First. Teacher of adult foreigners:

"Such teachers should be 100 per cent. American.

"Should understand history, economics and sociology.

"Should be college trained.

"Should be familiar with local business conditions.

"Should be free from race and class prejudice.

"Second. As to what Keuka College will do:

"Keuka College will open for women only in 1921, and we will offer special courses to train for this work.

"Third. As to compensation:

"The best teachers will give their services for this kind of work. A paid teacher doing this work has a handicap at once."

l. The New York School of Social Work, New York City, Porter R. Lee, director, November 18, 1919:

"The question which you raise as to the requirements and preparation of teachers for adults is so important that I submitted it to the members of our staff for suggestions. In our judgment the first requirement for teachers of adult foreigners is the ability to understand the adult foreigner. This involves some training in psychology and instruction in the racial backgrounds of the foreign groups in American communities. Such teachers need to distinguish between the racial traits of Italians and Russian Jews, for example, quite as clearly as they now distinguish between the racial traits of Italians and Americans, because Italians and Russians probably differ from each other to the same degree — no greater and no less — than Americans differ from either.

"In addition to training as teachers it is of vital importance that such persons have, as part of their training, some

experience which would provide first hand contacts with groups of foreign-speaking people. Such contacts should be secured through a period of field work with social agencies dealing with such groups.

"Teachers of foreigners also need to realize the channels through which the Americanization process goes on. The most concrete measures for Americanization commonly proposed are the teaching of English and the teaching of civics. As we understand it, however, Americanization implies the development within a foreigner of sufficient perception of, and sympathy with, American ideals, customs and institutions to lead him to incorporate them into his manner of life in American society. Few foreigners, whether children or adults, get this sympathy with American ideals, customs and institutions as the result of direct instruction. They get their impressions of these things from their contacts with public officials, teachers, nurses, doctors, shop-keepers, social workers, policemen and other responsible instruments of social life. I think it likely that a group of immigrants would be influenced towards Americanization less by what a teacher said about American ideals, customs and institutions, than by the way she conducted herself as a teacher. Perception of this fact acquired by a teacher as a part of her training would, I think, definitely modify her pedagogical methods with foreigners later on.

"The third point of importance seems to us to be that the best starting place for the teaching of foreigners is with their own national ideals and customs. If these can be discovered and fairly evaluated, by a teacher, she has laid the foundation for bringing her foreign-speaking peoples to an appreciation of the new national ideals and customs in which they will be living in this country. If this process is done with discrimination a foreigner should be left with the feeling that the transition from the old world to the new does not involve an absolutely irreconcilable clash in national and social traditions, but would feel that what was of enduring value in the old world may find a place in the new. This is a discovery that is significant both to the foreigner and to the teacher of foreigners.

"You ask what the New York School of Social Work can do by way of preparing teachers for such work. Our

curriculum contains many courses which have been found by teachers of foreigners to be of practical value to them. Some of the courses having the most direct bearing are those of the immigrant, community problems, social case work, labor problems and human conduct and its disorders. We have a two-year program in which our regular students are enrolled, some part of which is taken nearly every year by teachers who plan to return to their teaching after securing the broader equipment which training in the School gives them. For six weeks each summer we conduct a Summer School in which we have large numbers of teachers who take this summer course with the same object in view. We raise no barriers to the enrollment of students, except that we take only persons of sufficient mental maturity and previous education to enable them to profit by the courses which we give. We, of course, are glad to enroll any students at any time who meet this requirement and wish our training.

"The School is not a propagandist institution but exists for the purpose of fitting qualified men and women for the requirements of specific positions in the field of organized social work."

m. St. Francis Xavier, New York City, Rev. Joseph H. Rockwell, S. J., Provincial:

"The system and principles governing the members of the Society of Jesus are sufficiently well known to need no commentary. Most of our teachers are members of the Society of Jesus. God, religion and sound moral principles should govern the life of every teacher.

"Because the school system of the country is without God, and because it is honeycombed with Bolshevist and Socialist teachers, the schools of the country are turning out young people who have no sense of moral responsibility and who are threatening our nation and our government with destruction.

"As to what St. Francis Xavier can do, I would suggest that it may be possible to be of great service through the Graduate and Sociological School of Fordham University, which is closely allied with St. Francis Xavier.

"I want to assure you, of what you probably know already, that the members of the Society of Jesus are the faithful

supporters of organized government and order. We are with you heart and soul for the preservation of society and the destruction of anarchy and Socialism."

n. St. Stephen's College, Annandale-on-Hudson, Dr. Bernard I. Bell, president, October 31, 1919:

"Saint Stephen's College is doing its best to prepare young men to go out into the life of the state and nation with an intelligent understanding of economics and sociology from both the radical and conservative points of view. We feel ourselves competent to do this, and shall be glad to assist in anything we can in the important task of spreading accurate knowledge concerning the good features and the bad features, the merits and the dangers of all sorts of radical programs.

"I am at a loss to know just what you mean by licensing teachers for adults in this state. I am a new comer into the state and therefore feel that I need further information before I can advise you concerning this matter. For the same reason I am unable to tell you what salary should be paid to such persons."

o. Syracuse University, Syracuse, Dr. James R. Day, chancellor, October 25, 1919:

"I sympathize with the purpose of your Committee and shall be glad to contribute such help and influence as I may have here at the University.

"We already have night schools and could take on the type of adults for the purposes which you mention. Such teachers are greatly needed and it seems to me that it is one of the most effective ways of reaching the evil. I believe that such teachers should be paid in some comparison to the pay given to men and women for like services in our colleges and normal schools."

p. Teachers College, Columbia University, New York City, Dr. James E. Russell, dean:

"I fear that I cannot give you any definite suggestions in reference to educational facilities for adult foreigners. The problem, as you already well know, is more than merely educational, and for that reason the educational program must be adapted to the scheme of administration and corre-

lated with other activities that may be brought into play. From my standpoint, there are three important ends to be attained: (1) The use of the English language; (2) an understanding of the American spirit, particularly as shown in its institutions; and (3) means for helping the foreigner to identify himself with American activities, particularly means for enabling him to do something resulting in social service for others.

"In explanation of this last point, I may say that I have not very much faith in the value of academic training in the making of citizens. The American citizen should be intelligent and in a position to understand and interpret what goes on around him, but at the same time he may be a dangerous member of society, unless he acquires those habits of thought and action which characterize the good citizen. It is at this point that the community service idea finds its best expression, and unless means be provided whereby the individual can carry over what he gets to others and have the satisfaction of knowing that he is doing something worth while, I fear he will not develop, either the right American spirit or proper American conduct. It should be remembered, too, that women are now voters, and that the Americanization of the woman in the home is quite as important as the training of the man.

"Your second question asks what Teachers College can do to prepare teachers. My answer is that we already have many courses which are particularly designed to meet the needs I have indicated. In the woman's field, we have probably the strongest offering that can be found in the country. More courses can be added whenever it is known what the need is.

"It is hopeless, however, to think of attracting men to the teaching of foreigners unless a living wage can be offered them and permanent tenure during good service. The present scheme of night schools is abortive, primarily for the reason that it takes the leavings from the day schools and gives beggarly recompense. This job which you outline is not one that can be tied up with day-school work for children. It is an independent professional field and demands the highest type of ability. No success can be attained unless the state makes the work sufficiently

attractive to bring the right kind of people to it. I hope the result of this legislative investigation will be to make possible these ideals of mine. If the way opens, you may be sure that Teachers College will do everything in its power.

"Following is an outline of the courses in Education for Citizenship offered by Teachers' College for the season of 1919–20:

"It is evident that education for citizenship is generally regarded as one of the most important problems confronting American schools today.

"Committees and commissions and conventions are at work in all parts of the country to study Americanization, to prepare or revise courses of study in history, civics, and related fields, to promote patriotism, and to plan various activities both in and out of schools that will develop civic spirit and efficiency.

"The teacher, supervisor or administrator who has had good professional training of a general character is unequal to cope with this difficult problem. It is necessary to make some special study of the equipment needed by the efficient citizen — in knowledge, habits, and mental attitudes; of the extent to which this equipment can be provided and how to provide it. Essential to such special studies is an adequate knowledge of the conditions and problems that confront the citizen: the nature of our social and political institutions and practices, the peculiar problems of democracy, the special ideals and traits of the American people, international relations and the like.

"The student of education for citizenship should, therefore, choose according to his particular needs courses from (1) the fields of history, government, economics, sociology, etc.; (2) those dealing specifically with education for citizenship as a professional problem; (3) more general courses in education which are fundamental to or especially helpful in the study of this special problem."

Courses Offered in 1919–20

Education 331G–332G — Practicum. Education for Citizenship, 4 points each session. Professor Gambrill.

A preliminary consideration of the kind of citizenship that is desirable and a survey of the economic, social and political

problem confronting the American citizen will provide a basis for the selection of special problems for intensive study.

Education 212G — The Teaching of Citizenship in Secondary Schools. 2 points. Mr. Hatch.

This course treats of the literature and practice of civic instruction and of the materials and methods which should be at the command of the teacher.

Education 212D — Illustrative Lessons in Citizenship. 2 points. Mr. Hatch.

The class will be a junior class in the Horace Mann High School. The lessons will illustrate the materials and methods of instruction set forth in Education 212G.

Education 293A—The Assimilation of the Immigrant as an Educational Problem. 2 points. Mr. Yergin.

This course will endeavor (1) to insure a knowledge of immigrant backgrounds on the part of Americans and (2) to suggest educational methods for more rapid assimilation of immigrants into the common life of America.

Education 331 — Teaching History in Secondary Schools. 3 points. Professor Gambrill.

This course is devoted to a study of the general problem of history with special reference to the high school (both 4 and 6 years). Among the problems to be considered are the nature of history, its relation to other subjects, and its place in education; selection and organization of subject matter and its arrangement in courses of study; effective presentation of materials of instruction, helping the pupil to learn how to study, illustrative materials, and "making the past real;" judging text-books, their use and abuse, collateral reading; testing results; the "socializing" tendency; revelations and demands of the present world crisis. Foreign as well as American experience will be considered.

Education 332B — Industrial and Social Aspects of History. 3 points. Professor Gambrill.

This course is intended for all teachers of history and of other social subjects and of supervisory officials interested in revising the course of study and for more adequate treatment of current problems. It considers the value of the social and industrial factors, as compared with the more familiar political, diplomatic and military, in understanding the development of the modern world. To provide a concrete basis for the discussions, the class

will study the most important general study in the field — the transformation from the old regime of the eighteenth century to the age of machinery and power, and applied science, with the accompanying economic and social revolutions and emergencies of the great problems of today.

History 345–346 — Social and Industrial History of the United States. 3 points each session. Professor Gambrill.

The purpose of the course is to study the origin and development of current social and industrial conditions in the United States, with special reference to changing problems in education and special reform. Among the topics studied are the beginnings of America as a part of the overseas expansion of Europe and the consequent commercial revolution; development of an American people, their distinctive traits and ideas; agricultural progress, age of machinery, power, and applied science, revolutionizing modern society; rise and inter-relations of great industries and transportation systems; capitalism and growth of "big business;" labor unions, socialism, and anarchism; changing status of women; modern democracy, its progress and phases in the United States.

Education 108 — Teaching English to Foreigners. 2 points. Miss Diller.

A study in Americanization through language. The course will deal with the more evident language difficulties of foreigners, both children and adults, in our day and evening schools, and also of adults in industry.

Selection of subject matter for English lessons, methods of instruction, criticism of text-books, lesson plans, and class management will be considered, and there will be opportunity for observation and for teaching foreign classes in the city.

Attention will be given to the problems of teaching English in foreign lands.

Education 158A — The Teaching of Thrift, Savings, and Investment. 2 points. Mr. Breckenridge.

This course is intended for teachers in elementary, secondary or vocational schools. It is also intended for both men and women who need a practical course in personal savings and investments.

The course will include a study of the methods of presenting thrift in the schools in connection with the various school subjects, especially in the classes in arithmetic and in high school

mathematics; a study of the United States Government campaign for War Savings and Thrift Stamps, the organization of War Savings clubs, the several issues of Liberty Bonds; the various agencies for promoting thrift through saving money such as the savings banks, postal savings, building and loan associations, co-operative banks; the methods of investing money such as real estate, stocks, bonds with a study of the relative desirability, safety and yield of the several types of investment securities; thrift through economical buying by taking advantage of various forms of cash and trade discounts; thrift in borrowing money so as to avoid excessive interest rates, including borrowing from banks, loan societies, the Morris plan; avoidance of loan sharks; thrift through provision for emergencies, and for old age by means of life insurance, endowment insurance, health and accident insurance, annuities, and life incomes.

Education 422A — Education and Nationalism. The Development of National Systems of Education in Western Europe and America. Lectures and conferences. 3 points. Professor Reisner, Dean Russell, Professor Monroe, and Dr. Kandel.

This course offers a survey of the part which education has played in the development of modern nationalities; it involves particularly a detailed study of the development of the national systems of education during the nineteenth century. Comparative study will be made of the essential features of the most important and modern educational systems, and the way in which these features affect social life, the use of educational means for the attainment of political ends, colonial educational policies or the use of education for the improvement of backward peoples, the function of education in retarded cultures, the part which education may play in the reconstruction of nations, will be considered.

Education 422B — Education and Nationalism. The Development of Retarded National Cultures Through Education. 3 points. Professor Monroe.

Attention will be given to the following topics: The development of nationalism in recent times; the discovery of education as a means of national development; emergence of Japan as a first-class power through educational measures; America's work in the Philippines as a definite constructive educational endeaver; bearing of education on the developing nationalism in China; the cultural rehabilitation and national reconstruction in the

Balkans, in the near East and in certain colonial possessions of European powers.

While but brief consideration can be given to each topic, the bearing upon these problems of modern educational experience, particularly that of the United States, will form the basis of the course.

Education 428. Historical and Comparative Study of the Problems of Secondary Education. Lectures and conferences. 3 points. Dr. Kandel.

The course traces the evolution of the meaning of a liberal education in modern times and its influence on present-day problems of secondary education in England, Germany, France and the United States. Special attention is given to organization, curriculum, and methods of construction, and the social conditions affecting the development in secondary schools in these countries.

Education 291. Educational Sociology. Lectures, reports, and discussions. 2 points. Professor Snedden.

An introductory course in the study of the sociological foundations of curricula for schools of general and special education, bearing especially on those fields in which reorganizations of aims or objectives are in progress — such as schools for general secondary, higher elementary or vocational education; schools for defective and other exceptional classes; and special education, through scouting, playgrounds, practical arts, etc.

Education 292 — Problems of School Curricula and Special Forms of Education. Lectures, reports, and discussions. 2 points. Professor Snedden.

Applications of principles of educational sociology to the evaluation of customary and proposed curriculum or subjects of instruction in schools of general or special education. Problems of educational aim or purpose growing out of the development of the junior high school, the reconstruction of general secondary education, the evolution of vocational education, the provisions of special education for variant classes, and the extension of novel forms of instruction and training outside the school will receive chief consideration.

Education 493. Sociological Foundations of Curricula. Lectures, conferences, and reports. 3 points. Professor Snedden.

Education 273–274 — Rural Sociology and Economics. Lectures, discussions, and reports. 2 points each session. Dr. Wilson.

A descriptive course concerning the social and economic progress experienced by European and American country populations and the educational advances that have attended social reforms. The course covers the half century before the Great War, and presents educational material in rural life growing out of the war and reconstruction. It is intended specially for beginners in the study of rural social institutions, the community, school, church, grange, co-operative society, with study of particular problems of poverty, labor, income, health, recreation and morality. The purpose of the course is to train the student to observe, to weigh social values and needs, and to make programs for social work through the rural school, in public health, in home economics, and agricultural demonstration work.

Education 213B — Socializing the Elementary School Curriculum. 2 points. Professor Bonser.

This course is intended for those not majoring in elementary supervision who are attempting to revise existing curricula by including problems of most fundamental value in meeting the social and individual needs of present-day life — economic, civic and recreational. It will include an examination of current experiments in the revision of curricula and the development of principles for constructive procedure.

Education 413–414. Problems in Supervision in the Elementary School, as Related to Social Reconstruction. 3 points in each session. Miss Day.

This course is planned for supervisors, principals, critic teachers, and others who wish an intensive study of elementary school activities. The course will consist in (a) a brief introductory survey of modern educational theory for the control of class procedure, and its psychological foundations, (b) the study, analysis, and criticism of demonstration lessons in elementary school subjects, (c) a study of the principles upon which skillful supervision is based, and (d) investigations into the practice of successful supervision. Special attention will be given to the place of the supervisor, teacher, and pupil in the problems of social reconstruction, to social phases of the recitation, teaching children how to study, and to the special functions of the supervisor.

Education 290 — Social Organization and Control of the Secondary School. 2 points. Professor Stevens.

After a brief consideration of the social principals upon which the organization of the school rests, this course will analyze extra classroom activities of the school in the light of these social standards with a view to establishing unity in the practices of the secondary school. The following activities will thus be analyzed: Discipline, self-government, control of lunchroom activities, assembly exercises, athletic organizations, study clubs (debating, literary, nature-study, mathematical, etc.), scholarship societies, secret societies, good time clubs, the differentiation of social organizations to meet the needs of boys, of girls, of boys and girls; school festivals, organizations affiliated with civic societies, the school as a social center.

Education 205A–206A — Problems for Advisers of Women and Girls. 3 points each session. Professors Stevens, Goodsell, and Snedden, Miss Daniell, and others.

This course considers the problems arising in the care and supervision of women students in colleges and normal schools, and of girls in high schools. The hygienic, economic, social, moral, and religious aspects of the school community will be analyzed and discussed by experts with a broad experience in this field of professional activity. The course is required of all candidates for the diploma of Adviser of Women or Adviser of Girls.

Education 295–296 — Vocational Education. Lectures, readings, and reports. 2 points each session. Professors Snedden and Dean.

This is an elective course for persons not specializing in the direction or supervision of vocational education. It includes an analysis of the conditions underlying the social demand for vocational education; studies of current experiments and proposals for improving the scope and quality of vocational education; educational, industrial, and social forces behind the movement; terminology; types of schools; distinctions between prevocational and vocational education; trade unions and industrial education; vocational guidance; technical high schools; vocational education for girls; industrial work in rural communities; department store employment; surveys of occupations and educational needs of workers; state and national legislation; unit group courses, methods of organization, location, equipment reports; supervision and approval; organization in small communities.

Education 297–298 — Vocational Guidance. Lectures, readings, and reports. 2 points each session. Mr. Weaver, Professors Snedden, Dean and Bonser.

This course is devoted to a study of the methods, problems and administration of vocational guidance. Among the problems those of prominence will include the place and possibilities of vocational guidance in regular school work, vocational guidance, aspects of the junior high school work and organization, the preparation and work of the vocational counselor, means of discovering vocational aptitudes, the co-operation of the school and various auxiliary institutions for vocational guidance, and the organization and administration of vocational guidance departments and bureaus. The work is developed with reference to the needs of superintendents and principals, teachers, and social workers interested in the problem, and students desiring to acquaint themselves with the general field and its problems.

Education — Recreational Leadership in High Schools: A Course in Extra-curricular Activities. 2 points. Professor Fretwell.

Education 195A — Principles and Practices of Scouting and Scoutcraft. 2 points. Professor Fretwell, Mr. Smith, and specialists.

This course given in co-operation with the National Council of the Boy Scouts of America and the National Council of the Girl Scouts of America is intended for both men and women — school superintendents, principals, teachers, scout masters, scout captains, and all those interested in training in citizenship by means of scouting. Due consideration will be given to aims, programs, organizations, and constructive policies of the Boy and the Girl Scout movements and to what these movements are doing and can do in training boys and girls to meet effectively future and present local and national needs. Such phases of scoutcraft will be included as camping, camp cooking, hiking, signaling, knot tying, first aid, tree study, troop formations, together with plans for organizing and conducting a troop. Opportunity will be provided for members of the class to act as assistant scout masters or assistant scout captains under the direction of the Manhattan Council of Boy Scouts and the Manhattan Council of Girl Scouts of America.

Education 195B — Recreational Education. 2 points. Professor Fretwell, Mr. Atkinson and Mr. Smith, and specialists.

This course is open to men and women who are interested in directing the affairs of boys and girls. The work will be divided into three units as follows: (1) Boys' and girls' clubs as a part of the school program: The aim, organization, kind of leadership and methods of work of the boys' and girls' clubs of the Horace Mann and of other representative schools will be studied. An attempt will be made to work out a constructive policy for directing school clubs. (2) Boys' clubs outside of school: This unit, given in co-operation with the Boys' Club Federation, will consider the organization, program, and methods of boys' club work to meet community needs. There will be a detailed study of representative boys' clubs as independent organizations in New York. Opportunity will be afforded for direct participation in activities of boys' clubs in New York. (3) Scouting, camp fire, and Woodcraft League: This unit will consider the aim, program organization and constructive policy of these movements together with the relation that should exist between them and the schools.

Physical Education 197–198 — Clubcraft. 1 point each session. Mr. Smith.

This course is intended to give the practical training required by club leaders and supervisors. A study of the principles, aims, and programs of the better established club movements and organizations will be made. Actual practical work will be done and opportunity provided for observation and study of Horace Mann clubs.

Biology 104 — Biology in Education and Social Work. 2 points. Professor Bigelow and Miss Stackpole.

A course which represents the leading facts and generalizations of biology, especially of evolution, heredity, embryology, and general physiology, which have important bearings upon education and social work. Several weeks of the course will be devoted to a survey of social hygiene and sex education.

Education 183–184 — Educational Hygiene. Lectures, collateral reading, demonstration and reports. 2 points each session. Professor Wood.

Education 183 takes up health education with special reference to the needs and work of teachers. This course deals with hygiene and sanitation, considering the range and distribution of the material in this field for the needs of the individual and as a basis of health instruction. In the professional side of the

course, students prepare typical lessons for health teaching of various types and present some of these to the class in the form of practice teaching. Students have experience also in the preparation of courses of study in the field of health education.

Education 184 deals with various phases of school hygiene. The chief topics of the course are: the place and scope of school hygiene in education; the physical organization and comparative development of the child; health examinations of children; control of communicable diseases in schools; discovery and treatment of chronic health defects; school sanitation, the hygiene of instruction; principles of health education with a brief review of materials and methods taken up in detail in the Winter session; physical education with discussion of the various types of motor activities involved in the physical education of children of different ages and different types; application of principles of hygiene and physical education in the special education of abnormal and exceptional children.

Social Science 204 — Modern Social Problems. 2 points. Mr. Shenton.

A study of social conditions and processes with a view to determining procedure and policies for adjustment and reconstruction. Problems of population, growth, distribution, density, and composition. Problems of migration. The community and the nation. Standards of living and public health. The evolution and democratization of the family, religious, legal and industrial, political education, and other social institutions. Possibilities and limitations of eugenics, euthenics, legislation and education for social betterment.

q. Union College, Schenectady, Dr. Charles A. Richmond, president, November 3, 1919, and November 10, 1919:

"I have been thinking over the matter of increasing the educational facilities offered to adult foreigners and also the requirements for teachers.

"It seems to me the most important thing of all is to be sure that the teachers are absolutely loyal. They should be required to show a record of their standing and of their activities during the war. And the slightest evidence of lukewarmness should be counted against them. Further than this they should be required to be thoroughly grounded in American history and in the fundamental principles of

our American government. They should also be carefully examined as to their economic views. No man holding radical principles or even harboring radical ideas should be entrusted with the education of our adult foreigners. Requirements such as these are vastly more important than any mere technical training in pedagogy. Any man who is fairly well educated has enough knowledge to teach the men whom you have in mind. Personal qualifications such as I have mentioned above should count for 90 per cent. in your selection. The training offered at Union College is adequate to cover these points and we are prepared to co-operate in any reasonable plan that may be suggested.

"As to the matter of compensation, I have at present no suggestion to make. I should say the advice of the secondary school teacher would be valuable.

"We should have as many men teachers as possible.

"If I can be of further service to you please let me know."

UNION COLLEGE, Schenectady, Dr. Charles A. Richmond, president, November 10, 1919:

"It would seem to me desirable that some system of compulsory education for adult foreigners should be devised. The future of the country depends upon sound education. Certainly no man ought to be allowed the rights of citizenship unless he knows the language and something of the history and government of this country. I should even go further than this. Aliens should not be given the protection and the advantages of America on equal terms with those who bear the burdens."

r. Yonkers Training School for Teachers, Yonkers, Mrs. Eleanor M. Taylor, principal, October 27, 1919:

"Your very timely letter in regard to preparing teachers of adult foreigners is at hand. The subject is one of vital importance to us who are citizens of Yonkers, for we have an ethnic museum in our midst.

"The Americanization of this mass of foreigners seems to devolve upon the public school teachers of the city, and how to meet the problems involved is the great question of the day.

"It is evident that foreigners will not attend night schools in any considerable numbers, therefore teachers should be installed in factories and workshops to give lessons of an hour's duration to groups of workmen, including the women workers.

"As to preparing teachers in our school — I would suggest that very young women are too immature to meet the problems involved. I suggest as a means of training, the introduction of a language of Eastern Europe in addition to the three years of Latin and two of French now required, to the end that the young teacher may understand the literature and aims of the nation involved and feel a sympathetic interest in those aims. Furthermore, I would put argumentation into the curriculum in addition to the logic and economics that our students now study, that they may cope with wily antagonists.

"More European history should be studied and lesson plans on the lives of European heroes be prepared for future presentation to foreign children. There now exists a lamentable lack of sympathy among our teachers with the heroic ideals of our neighbors from overseas. Sympathy must be the keynote of our sentiments in this work.

"We must teach more in regard to the legal procedure in our courts and cities, and stress the teaching (to our students) of the principles that underlie our Constitution and our political history.

"Let us put a little more emphasis in the normal schools on games and dancing. One of our graduates, a woman of thirty-five, has been doing settlement work and is now about to engage in Americanization work, with very little training beyond that which she received in this school. And may I add that our school has been housed for eight years in a large public Italian school, No. 18, and that our only regret was that we were obliged to leave it this fall. We all loved the children."

CHAPTER XIV

Technical Schools

1. Baron de Hirsch Trade School, New York City, J. Ernest G. Yalden, superintendent:

While this school offers no courses specially designed for the foreign-born, many such students are graduated each year equipped to earn a good living in one of the following branches:

House painting.
Sign painting.
Plumbing.
Electrical work.
Operating engineering.
Printing.
Sheet metal work.
Wood working.
Machine work.
Mechanical drawing.
Shop mathematics.

2. The Berlitz School of Languages, New York City, M. D. Berlitz, general director:

"During the school year beginning September 1, 1918, and ending August 31, 1919, we had in our school in Manhattan, New York, located at 30 West 34th street, a total of 253 English students. Twenty-three of them were Americans who were taking advanced English lessons and may, therefore, be disregarded in connection with your report.

"The 230 remaining are divided as follows:

"French	72
"Spanish, including Central and South Americans	59
"Italians	7
"Japanese	28
"Scandinavians	16
"Greeks	3
"Portuguese	3
"Germans	13
"Russians, including Poles, Slovaks, Bohemians, Bulgarians, Hungarians	28
"Hungarian	1
"Total	230

"The majority of these pupils took private instruction, taking from twenty to fifty lessons each, and in some cases one hundred lessons. We should judge that forty lessons per pupil would be a fair average.

"In our Brooklyn school, located at 218 Livingston street, we had a total of sixteen students, divided as follows:

"Russians	6
"Lithuanian	1
"Spaniards	4
"Brazilian	1
"Norwegians	2
"Porto Rican	1
"French	1
"Total	16

"Our English students represent, as you suggest, the better class of foreigners who come to America, and in this connection we may state that of the 230 foreigners mentioned, 56 were guests at first class hotels, including the Waldorf, Knickerbocker, Vanderbilt, Biltmore, Brevort, Prince George, Park Avenue, Imperial, Belmont, Plaza, Hotel Astor, Seville, The Latham, Netherland, Majestic, Manhattan, Ansonia, Bristol, San Remo, and others. Of the non-hotel addresses we find scarcely any of what are technically known as 'East Side addresses,' the greater number coming from the Fifth avenue district or the upper West Side.

"Your suggestion that these students are generally well educated in their own language is quite in accord with our experience here. Many of them besides possess an excellent reading knowledge of English literature, even though unable to understand the simplest English conversation."

3. General Society of Mechanics' and Tradesmen School, E. L. Hoffman, superintendent, New York City:

This school has about twenty-six classes, covering mechanical and architectural drafting, freehand drawing, physics, electricity, and mathematics, and the course is from one to three years.

The annual enrollment is about 1,600.

There are no courses especially for the foreign-born, but many such are numbered among the students, notably Italians who take the art courses.

The teachers are all Americans and the courses are conducted in English.

4. Hebrew Technical Institute, New York City, Edgar S. Barney, principal:

This school has an enrollment of about 300, and while there are no courses offered especially for the foreign-born, about 40 per cent. of the students enrolled fall in this category. The average age is 16 years.

The teachers are American, but speak the language of the pupils they instruct.

A student need not be Hebraic to be accepted.

Courses are offered in common school subjects and wood working, applied electricity, machine working, mechanical drawing, freehand drawing, tool making, physics, mathematics, etc.

5. Hebrew Technical School for Girls, A. L. Tewell, principal, New York City:

> "Our school is for girls who have graduated from the elementary public schools. They must be at least fourteen years of age to be admitted to our classes. Our commercial course takes two years to complete and our manual, etc., one. In the commercial course each student gets an English lesson of forty-five minutes in length every day of the two years, and in addition to that two lessons per week (forty-five minutes each) in literature, spelling, and one each in civics and ethical discussion. The girls in our manual department do not get quite so much English.
>
> "Our classes for those who do not speak English were organized last winter as a part of our Americanization work, and were for those of our girls' mothers who did not speak English. We had one English and one Yiddish-speaking teacher for each of these classes. The mothers showed a great interest in these meetings and attended regularly. We have not started them as yet this year."

Courses are offered in stenography, bookkeeping, sewing, embroidery, dressmaking, millinery, designing, cooking, English, arithmetic, psychology.

Various nationalities are represented among the students, chiefly Russian. English is spoken in all classes except those for the mothers, where Yiddish is employed.

Gentile students are accepted.

Fifteen hundred dollars is the minimum salary for teachers.

6. New York Trade School, New York City, H. V. Brill, superintendent:

This school offers no academic courses, believing the public schools should cover this field. Instruction is confined to plastering, bricklaying, house painting, plain decorating, pattern making, plumbing, steam and hot water fitting, printing, electrical wiring, sign painting, sheet metal work, and pattern drafting. A course in auto vehicle mechanics will be offered shortly.

Many foreign-born students are enrolled, but no statistics are available.

Courses are conducted in English.

Teachers are American.

The policy of the school in regard to teachers' salaries is that they should be paid an amount equivalent to the prevailing rate of pay in their trade.

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CITIZENSHIP TRAINING IN ALL STATES OTHER THAN NEW YORK

SECTION III

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CHAPTER I

Alabama

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1. State Legislation — Compulsion for Minors

Article 15. *School Attendance*

Section 1. Every parent, guardian or other person in the State of Alabama having control or charge of any child or children between the ages of eight (8) and sixteen (16) years shall be required to send such child or children to a public school or to a private, denominational or parochial school, taught by a competent instructor, and such child or children shall attend school for the entire length of the school term in every scholastic year, provided that the county or city board of education, as the case may be, shall have power to reduce the period of compulsory attendance to not less than one hundred (100) days for any individual school, unless the school term for any school is less than one hundred (100) days, in which event the period of compulsory attendance shall be for the entire school term. The period of compulsory attendance shall commence at the beginning of the school, unless otherwise ordered by the county or city board of education, as the case may be, with the approval of the State Board of Education.

§ 2. Any child or children fourteen (14) years of age and upward, who have completed the elementary course of study or the equivalent thereof, or who are legally and regularly employed under the provisions of the Child Labor Law, shall be exempt from the provisions of this article, and in case there be no public school within two and one-half miles by the nearest traveled road of any person between the ages of eight (8) and sixteen (16) years, he or she shall not be subject to the provisions of this article, unless public transportation within reasonable walking distance is provided.

§ 3. Any child or children who are physically or mentally incapacitated for the work of the school are exempt from this article, but the school authorities shall have the right, and they are hereby authorized, when exemptions under the provisions of this article are claimed by any parent, guardian or other person having control of any child or children, to require from a practicing

physician a properly attested certificate, that such child or children should not be required to attend school for some physical or mental condition which renders attendance impracticable or inexpedient.

§ 4. That in any case where the court before which any prosecution is brought for violation of the provisions of this article shall, after inquiry find as a fact that the parent, guardian or other person having control of the child or children is unable to provide necessary books and clothes in order that the child or children may attend school in compliance with law, such parent, guardian, or other person having the control of the child or children shall be discharged, and such child or children shall be turned over to the juvenile court, or to the State Child Welfare Department to be dealt with as a dependent child.

§ 5. The county board of education shall arrange the county exclusive of cities into one or more attendance districts, and said board shall appoint an attendance officer for every district created, who shall reside in the district and who shall hold his office at the will of the county board of education, and the board of education of each city of two thousand (2,000) or more inhabitants, according to the last or any succeeding Federal census, shall appoint one or more attendance officers to serve at the pleasure of the appointing board, provided that this article shall be so interpreted as to make it possible for city and county boards of education, boards of revenue and courts of county commissioners to jointly employ any person or persons to carry out the provisions of this article and such additional duties as may be assigned them by such boards or governing bodies, in connection with the juvenile court of the county or the State Child Welfare Department.

§ 6. At the beginning of the annual period of compulsory attendance, the county superintendent of education or the city superintendent of schools, as the case may be, shall supply to each principal teacher in each school a list of all children between the ages of eight and sixteen years, who shall attend such school. At the end of the fifth day of the opening of the school, the principal teacher shall report to the attendance officer of the attendance district, the names and addresses of all persons between the ages of eight (8) and sixteen (16) years, who have not enrolled in said schools, and thereafter throughout the compulsory attendance period, the principal teacher of each school shall report at least weekly the names and addresses of all pupils between the ages of eight (8) and sixteen (16) years who are absent and whose

absence is not satisfactorily explained by the parent, guardian or other person having control of the child.

§ 7. It shall be the duty of the attendance officer to investigate all cases of non-enrollment and non-attendance reported to him in accordance with section 6 of this article. In all cases investigated where no valid reason for non-enrollment or non-attendance is found, it shall be the duty of the attendance officer to give written notice to the parent, guardian or other person having control of the child, and in the event of the absence of the parent, guardian or other person having control of the child, from his or her usual place of residence, the attendance officer shall leave a copy of the notice with some person over twelve years of age residing at the usual place of residence, with instructions to hand such notice to such parent, guardian or other person having control of such child, which notice shall require the attendance of said child at the school within three days from date of said notice.

§ 8. If within three (3) days from date of service of the notice the parent, guardian, or other person having the control of the child does not comply with the provisions of this article, then the attendance officer shall make complaint in the name of the State of Alabama, against such parent, guardian, or other person having control of such child in a court of competent jurisdiction, which court shall hear and try all complaints, impose fines, enforce their collection by imprisonment if necessary, and fully execute the provisions of this article.

§ 9. It shall be unlawful for any parent, guardian, or other person having control of a child to fail to send such child to school as required by the provisions of this article, and any parent, guardian, or other person violating the provisions of this article, shall be guilty of a misdemeanor, and shall be fined in a sum of not less than five ($5) dollars, nor more than fifty ($50) dollars, and may be committed to the county jail for a term of not to exceed thirty (30) days. All fines collected shall be paid into the county or city treasury, as the case may be, and it is hereby made the duty of all city attorneys in their respective cities, and of all county and circuit solicitors for the respective counties and districts to prosecute all complaints filed and actions brought under this article.

§ 10. . . . Every teacher employed in the schools giving instruction to pupils within the compulsory attendance ages, shall after October 1, 1920, hold a teacher's certificate issued by the State Department of Education.

2. State Legislation — Compulsion for Minors of Employment Age

An Act to amend an act, entitled "An Act to regulate the employment of minor children within the State of Alabama; to prohibit the employment of minors under certain conditions; to provide for the inspection, and regulation of establishments, occupations, places and premises where minors are employed; to entrust the enforcement of the provisions of this act to the State Prison Inspector; to publish violations of this act, and approved February 24, 1915."

Be it enacted by the Legislature of Alabama:

That an act, entitled "An Act to regulate the employment of minor children within the State of Alabama; to prohibit the employment of minors under certain conditions; to provide for the inspection and regulation of establishments, occupations, places, and premises where minors are employed; to entrust the enforcement of the provisions of this act to the State Prison Inspector; to punish violations of this act, and approved February 24, 1915," be and the same is hereby amended so as to read as follows:

Section 1. That no child under fourteen years of age shall be employed, permitted, or suffered to work in any gainful occupation, except agriculture or domestic service; provided, however, that boys twelve years of age or over may be employed in business offices and mercantile establishments, except soft drink and ice cream establishments, restaurants or cafes, during the summer vacation when the public schools in the city or town in which the child resides are not in session, if the child secures and files with employer a special permit or certificate as hereinafter prescribed; and provided further that boys twelve years of age or over may be employed in the distribution and sale of newspapers and other printed matter as provided for in section 13 of this act.

§ 2. No child under sixteen years of age shall be employed, permitted, or suffered to work in any gainful occupation, except agriculture or domestic service, for more than six days in any one week, or more than forty-eight hours in any one week or more than eight hours in any day, or before the hour of six o'clock in the morning, or after the hour of seven o'clock in the evening. The presence of any child under sixteen years of age in any mill, factory, or workshop, laundry, or mechanical establishment shall be prima facie evidence of its employment therein.

§ 3. It shall be the duty of every employer to post and keep

posted in a conspicuous place in every room where any child under the age of sixteen years is employed, permitted, or suffered to work, a printed notice stating the maximum number of hours such persons may be required or be permitted to work on each day of the week, the hours of commencing and stopping work, and the hours allowed for dinner or other meals. The printed form of such notice shall be furnished by the Inspector hereinafter named, and the employment of any minor for a longer time in any day so stated, or at any time other than as stated in such printed form of notice, shall be deemed a violation of the provisions of this act.

§ 4. No person under the age of eighteen years shall be employed, permitted or suffered to work as a messenger for any person, firm, or corporation engaged in the business of telegraph, telephone, or messenger service, in the distribution, transmission or delivery of goods or messages after the hour of ten o'clock in the evening, or before the hour of six o'clock in the morning of any day; and no person under twenty-one years of age shall be employed in any establishment where intoxicating liquors are manufactured or sold nor to work in any pool or billiard room or place.

§ 5. No child under the age of sixteen years shall be employed, permitted, or suffered to work at any of the following occupations or in any of the following positions: (1) operating or assisting in operating any of the following machines: (a) circular or band saws; (b) wood shapers; (c) wood jointers; (d) planers; (e) sand paper or wood polishing machinery; (f) wood turning or boring machinery; (g) machines used in picking wool, cotton, hair or any other material; (h) job or cylinder printing presses; (i) boring or drilling presses; (j) stamping machines used in sheet metal or tin ware, or in paper or leather manufacturing, or in washer or nut factories; (k) metal or paper cutting machines; (l) corner staying machines; (m) steam boilers; (n) dough brakes or cracker machinery of any description; (o) wire or iron straightening or drawing machinery; (p) rolling mill machinery; (q) power punches or shears; (r) washing, grinding or mixing machinery; (s) laundering machinery; (t) nor engage in any work in or about a rolling mill, machine shop or manufacturing establishment which is hazardous, or dangerous to health, limb, or life; (2) or in proximity to any hazardous or unguarded gearing; (3) or upon any railroad, whether steam, electric, or hydraulic; (4) or upon any vessel or boat engaged in navigation or commerce within the jurisdiction of this state.

§ 6. No child under the age of sixteen years shall be employed, permitted, or suffered to work in any capacity: (1) in, about or in connection with any processes in which dangerous or poisonous acids are used; (2) nor in the manufacture or packing of paints, colors, white or red lead; (3) nor in soldering; (4) nor in occupations causing dust in injurious quantities; (5) nor in the manufacture or use of poisonous dyes; (6) nor in the manufacture or preparation of compositions with dangerous or poisonous gases; (7) nor in the manufacture or use of compositions of lye in which the quantity is injurious to health; (8) nor on scaffolding; (9) nor in heavy work in the building trades; (10) nor in any tunnel or excavation; (11) nor in, about, or in connection with any mine, coke breaker, coke oven, or quarry; (12) or in assorting, manufacturing or packing tobacco; (13) nor to operate any automobile, motor car or truck; (14) nor to work in any bowling alley; (15) nor shall any child under the age of sixteen years be employed upon the stage of any theater or concert hall, or in connection with any theatrical performance or other exhibition or show, except that children fourteen years of age may be employed as ushers in theaters or concert halls in accordance with the provisions of sections 2 and 7 of this act; (16) nor in any place or occupation which the State Board of Health may declare dangerous to life or limb or injurious to the health or morals of children under sixteen years of age. The State Board of Health shall have authority to declare any place or occupation dangerous to life or limb or injurious to health or morals of children under sixteen years of age.

§ 7. It shall be unlawful for any firm, person, or corporation to employ, permit, or suffer any child under sixteen years of age to work in any gainful occupation, except agriculture or domestic service, unless such person, firm, or corporation keeps on file for the inspection of the officials charged with the enforcement of this act, an employment certificate, as hereinafter provided for every such child; and unless such person, firm or corporation keeps on file for the inspection of the officials charged with the enforcement of this act, a complete list of all such children employed therein. The inspector charged with the enforcement of this act may make demand on any employer in whose establishment a child, apparently under sixteen years of age, is employed or permitted or suffered to work, and whose employment certificate is not filed as required by this act, that such employer shall furnish

such official evidence satisfactory to him that such child is, in fact, sixteen years of age or over, or shall cease to employ or permit or suffer such child to work therein. Such official may require from such employer the same evidence of age of such child as is required for the issuance of any employment certificate, and the employer furnishing such evidence shall not be required to furnish any further evidence of age of the child. In any case such employer shall fail to produce and deliver to such official such evidence of age thereby required of him, and thereafter continue to employ such child or permit or suffer such child to work in such establishment, proof of the failure to produce and file such evidence shall be prima facie evidence in prosecution that such child is under sixteen years of age and unlawfully employed. Any official charged with the enforcement of this act may cancel any employment certificates found to be illegally or improperly issued. When any such employment certificate is cancelled, the employer of the child, for whom the employment certificate is issued, shall be notified. It shall be unlawful to employ any such child after notice that the certificate for such child has been cancelled, provided that such child may be employed after a new employment certificate, regularly issued as provided for by law, shall have been granted to him.

§ 8. No child under fourteen years of age shall be employed, permitted, or suffered to work in any employment or service during the hours when the public schools of the district in which the child resides is in session.

§ 9. It shall be the duty of the superintendent, or principal of schools in cities or towns to issue employment certificates or to authorize a person in writing to issue such certificate acting in his name. When there is no superintendent or principal of schools, said certificate shall be issued by the county superintendent of education or by a person authorized by him in writing. Such certificates shall be issued in duplicate, and a copy of each certificate issued during the month preceding, shall be transmitted to the state inspector, together with the report as hereinafter provided for.

§ 10. The person authorized to issue employment certificates shall not issue such certificates unless the child accompanied by his parent or guardian, or person standing in parental relation thereto, has personally made application to him therefor, and until

he has received, examined, approved and filed the following papers duly executed: (1) a written statement of the person, firm or corporation into whose service the child is about to enter that he intends to employ the child, which statement shall give the nature of the occupation for which the child is to be employed; (a) a school record signed by the principal or the teacher of the school last attended by said child stating that such child has completed the elementary course of study of the fourth grade of the public school or its equivalent, or has attended school at least 120 days of the year immediately preceding the date on which the certificate is issued. On and after September 1, 1921, a school record showing the completion of the 4th grade or its equivalent, only shall be accepted, said certificate shall state the age and date of birth of said child, as shown on the records of the school, and the name and address of the parent, guardian, or custodian; provided, that evidence of school attendance outside of the state of Alabama may be accepted at the discretion of the officer issuing the certificate; in case such school record cannot be obtained, then the officer issuing the employment certificate shall examine such child to determine whether he can meet the educational standard specified and shall file in his office a statement setting forth the result of such examination; (3) one of the following evidences of age, showing the child to be fourteen years of age or over, to be required in the order herein designated: (a) duly attested transcript of the birth record of said child, filed according to law, with any officer charged with the duty of recording births; (b) or a duly attested transcript of baptism of such child; (c) or a life insurance policy which must have been in force for at least one year; (d) or a bona fide contemporary Bible record of birth; (e) or a passport, or certificate of arrival in the United States showing the age of the child; (f) or in case the officer authorized to issue such certificate is satisfied that none of the above proofs of age can be produced, other evidence of the age, as an affidavit of age sworn to by the parent, guardian, or custodian of such child, accompanied by a certificate of physical age of such child, signed by a public health or public school physician, provided, that a school record or parent's, guardian's or custodian's affidavit, certificate, or other written statement of age alone shall not be accepted; (4) a statement duly dated and signed by a public school physician, or by a regularly licensed physician in good standing in the community where he resides, showing that he has

personally examined such child, and that in his opinion the child is fourteen years of age or over, is of good physical development for a child of his age, is of sound health, and is physically qualified to perform the work at which he is to be employed; provided that the officer issuing employment certificates shall have authority and is hereby empowered to issue a Vacation Employment Certificate to children fourteen years of age and over without requiring a statement that the child has completed the fourth grade of the elementary course of study, or its equivalent, as hereinbefore provided; provided further, that the officer issuing employment certificates shall have authority and is hereby empowered to issue a Special Employment Certificate to any boy twelve years of age or over to work in business offices and mercantile establishments, except soft drink and ice cream establishments, restaurants or cafes, during the summer vacation when the public schools in the city or town in which the child resides are not in session.

Every vacation and special employment certificate shall become null and void on the date the public schools open for the regular session. The superintendent of schools in any city, town, or district, wherever there is one, and where there is none, the county superintendent of education, shall between the first and tenth day of each month transmit to the office of the State Prison Inspector hereinafter mentioned, or the director of the Child Welfare Department when the same shall have been established, a report, which report shall give the name of each child to whom certificate has been granted or denied during the preceding month, together with the ground for such denial. A refusal or failure to transmit such report by any person charged under this section with the duty of transmitting the same to such state official shall constitute a misdemeanor punishable by a fine of not less than five dollars nor more than twenty-five dollars.

§ 11. The employment certificate shall state the full name, place and date of birth of such child with the name and address of the parent, guardian, or persons sustaining the parental relationship to such child, and shall contain a statement signed by the issuing officer that the child has personally appeared before him and that satisfactory evidence has been submitted that such child is fourteen years of age or over. The printed form of the certificate and the other papers required in the issuing of the employment certificate shall be drafted by the state inspector herein-

after mentioned and furnished by him to the local and county superintendents of education.

§ 12. On the termination of the employment of a child under the age of sixteen years, the employment certificate shall be returned by the employer holding the same to the school authority by whom it was issued within ten days after the termination of the employment. Every employment certificate so returned shall be cancelled by the officer who issued the certificate and transmitted to the state inspector with the next succeeding monthly report as hereinbefore provided for.

§ 13. No boy under twelve years of age and no girl under eighteen years of age shall distribute, sell, expose, or offer for sale, newspapers, magazines, periodicals, handbills, or circulars, or be employed or permitted or suffered to work in any other trade or occupation performed in any street or public place; provided, however, that boys ten years of age or over may engage in the distribution of newspapers and periodicals on fixed routes in the resident districts of towns or cities and provided further that boys twelve years of age or over may engage in the occupation of bootblacks. No boy under sixteen years of age shall engage in any such street occupation above mentioned after eight o'clock at night or before five o'clock in the morning of any day; and unless he has secured and wears in plain sight a badge as herein provided. Such badges shall be issued by the superintendent of schools, or some person designated by him in writing, and shall be granted only after the child has applied to him personally accompanied by his parent, guardian, or custodian, and has submitted satisfactory proof that he is twelve years of age or over, or if engaged only in distributing papers or periodicals on fixed routes in the resident districts, ten years of age or over, and is a regular attendant of a school. Such badge shall be renewed annually on the first day of January and shall not be transferrable, and the form, design or color shall be changed annually. A deposit of not more than fifty cents may be required by the person issuing the badge to be returned upon the surrender of the same, and if lost the badge may be replaced upon the payment of twenty-five cents. Such badges shall be provided by the state inspector and paid for out of any monies in the state treasury not otherwise appropriated and shall be distributed by said inspector to the su-

perintendent of schools on or before January the first of each year. Any child who shall engage in any such street occupations in violations of the provisions of this section shall be deemed delinquent and brought before any court or magistrate having jurisdiction over juvenile delinquents and shall be dealt with according to law. The official charged with the enforcement of this act shall have authority and is hereby empowered to investigate each case where he believes that the child holding a badge is not entitled to its possession, and if he is satisfied from the evidence obtained that the child has secured the badge through misrepresentation or fraud, such official shall have authority to revoke the badge and return it to the official who issued it. Use of a badge shall be revoked or suspended in case the child's school record is not satisfactory to the principal of the school which he attends, by either the officer who issued the badge or by any official charged with the enforcement of this act. Any person who sells or offers for sale, any article of any description to a boy under sixteen years of age to be used for the purpose of sale or barter upon the streets or in any public place, shall first ascertain that such boy wears his own badge in plain sight as herein provided, and if said boy has no badge, no article shall be sold to him. Any person violating this provision shall be fined not less than one and not more than fifty dollars. Police officers, and other peace officer, and truant officers shall enforce the provisions of this section.

§ 14. It shall be the duty of the State Prison Inspector or the Director of the Child Welfare Department when the same shall have been established, and his authorized assistants to inspect as frequently as possible all establishments wherein minors subject to the provisions of this act, are, or may be employed or permitted to work and to enforce the provisions of this act. It shall be the duty of the inspector to institute prosecution for the violation of any of the provisions of this act. It shall be the duty of every school attendance officer and probation officer to report to the State Child Labor Inspector any and all violations of this act coming to his knowledge. Such school attendance officer and probation officers shall have the same right of access to establishments where minors are or may be employed or detained and of inspection of such establishments as is given by law to child labor inspectors, provided that a report of every such entry and inspection of said establishments shall be made to the state child labor inspector.

Such school attendance officers and probation officers when authorized by the state child labor inspector, shall have the same authority to institute prosecutions as is given by law to the state child labor inspector or deputy child labor inspector.

§ 15. Every person, firm, or corporation, owning or controlling any establishment wherein minors are employed, subject to the provisions of this act, shall keep such establishment in a sanitary condition, and properly ventilated, and shall provide suitable and convenient water closets or privies, separate for each sex, and in such number and located in such place or places, as may be required by the inspector; and when twenty or more persons are employed, sanitary drinking fountains shall be provided in such number as the inspector may deem necessary. All water closets shall be maintained inside such establishments except, where in the opinion of the inspector, it is impracticable. In all such establishments for females, to be used by them exclusively, and notice to that effect shall be painted on the outside of such compartments. The entrance to every water closet or privy in such establishment, shall be effectively screened by a partition or vestibule. In every such establishment a printed copy of this act shall be kept conspicuously posted in every room in which minor persons work. It shall be the duty of every inspector to inspect thoroughly every such establishment, to issue a written order for the correction of insanitary or unhealthful conditions in such establishments, and to compel compliance with such orders as herein provided.

§ 16. The inspector shall have free access at any time to any establishment where minors are or may be employed or detained, and any person who refuses to allow the inspector to have free access to any such establishment and every part thereof, or who hinders or obstructs him in his inspection, or who makes any false statement to the inspector about the establishment, its operation or condition, or about any person working or detained therein, or who refuses to comply with any order issued under authority of section 15 of this act, shall be guilty of a misdemeanor and shall be fined not less than fifty nor more than one hundred dollars, and on subsequent conviction, shall be fined not less than two hundred dollars. It shall be the duty of the inspector to remove from any establishment any child found employed, working or detained therein contrary to the law, and to remove therefrom any child

who is afflicted with any infectious, contagious, or communicable disease, or whose physical condition is such that it makes it hazardous to a child to prosecute such work.

§ 17. Any person, firm, or corporation who violates any of the provisions of this act, or who permits any child to be employed or to work in or about or be detained in, or be in or about any establishment, contrary to law, or who fails or refuses to obey within a reasonable time any lawful orders or directions given by the state officials charged with the enforcement of this act any parent, guardian, or custodian under whose care or control a child under sixteen years of age is, who suffers or permits such child to work in violation of any of the provisions of this act unless a special penalty is herein otherwise provided, shall be deemed guilty of a misdemeanor, and on conviction shall be punished by a fine of not less than ten dollars nor more than one hundred dollars, and upon second or subsequent conviction of any violation of any of the provisions of this act, shall be punished by a fine of not less than one hundred dollars, nor more than five hundred dollars.

§ 18. Any person who makes a false affidavit when an affidavit is required, under this act is guilty of a misdemeanor and shall upon conviction, be punished by a fine of not less than five dollars nor more than twenty dollars, and for a second or subsequent conviction shall be imprisoned not more than ninety days.

§ 19. The State Prison Inspector or the Director of the Child Welfare Department when the same shall have been established, and his deputies, when traveling in the performance of their duties herein prescribed, shall be reimbursed their actual traveling expenses, when approved by the state child labor inspector and by the governor to be paid on the warrant of the state auditor.

§ 20. The word "inspector" is used herein to designate or mean the State Prison Inspector or the Director of the Child Welfare Department when the same shall have been established, or his duly authorized deputies, such deputies being hereby clothed with the same duties and authority with which the State Prison Inspector or Director of the Child Welfare Department when the same shall have been established is now or may hereafter be clothed. In the enforcement of the provisions of this act, the State Prison Inspector or Director of the Child Welfare Department when the same shall have been established, and his authorized deputies are hereby vested with the same authority as deputy sheriffs in each and every county in the state.

§ 21. All laws and parts of laws in conflict with this act are hereby repealed.

§ 22. If any section of this act shall be held unconstitutional, in whole or in part the fact shall not effect any other section of this act, it being the intention of the legislature in enacting this act to enact each section separately.

Approved September 30, 1919.

3. State Legislation — English Language

Alabama School Code, 1919 — *Article* 3 — *Section* 7

The state board of education, on the recommendation of the state superintendent of education, shall prescribe the minimum contents of courses of study for all public elementary and high schools in the state. In every elementary school in the state there shall be taught at least reading, spelling, handwriting, arithmetic, oral and written English, geography, history of the United States and Alabama, community civics, agriculture, elementary science, hygiene and sanitation, physical training, and such other studies as may be prescribed by the state board of education. English shall be the only language employed and taught in the first six grades of the elementary schools in the state.

4. State Legislation — Providing Facilities for Adults

Article 3, section 15. The state board of education is hereby authorized and empowered to accept for the state of Alabama any appropriation of money for the removal of illiteracy, the teaching of immigrants and for other educational purposes which may hereafter be made out of the federal treasury by any Acts of Congress, and shall be constituted the chief educational authority for the expenditure and administration of any such funds. Said board shall have authority to make rules and regulations for the expenditure of such funds, such expenditure to be in accordance with the terms of the acts of Congress making such appropriations. The treasurer of the state is hereby designated as custodian for all funds received as apportionment under the provisions of such act or acts of Congress.

Article 7, section 21. The city board of education shall have the right to establish and maintain, or aid in establishing and maintaining public libraries, either separately or in connection with the public schools, and also special schools for backward, defective, truant or incorrigible children, and day or night schools for adult illiterates and for the Americanization of foreigners

Article 22. Illiteracy

Section 1. The state board of education shall be charged with the responsibility for the removal of illiteracy in Alabama. It shall have the power to make research and to collect data, and shall endeavor to enlist the services of any and all community agencies of the state for the removal of illiteracy. The state board of education is authorized to receive and expend any funds which may be given to it from time to time from public, private or other sources, and shall adopt such rules and regulations as may seem to it most satisfactory for carrying on the work outlined in this section.

§ 2. It shall be the duty of county and city boards of education to co-operate with the state board of education in the removal of illiteracy in the territory under their respective jurisdictions and to this end the said boards may appropriate from public school funds such amounts as may be necessary to carry out the provisions of this article.

§ 3. The state board of education and county and city boards of education are hereby authorized to co-operate with the federal government in making effective any law that may be enacted by Congress for the removal of illiteracy in Alabama and in the counties and cities thereof.

§ 4. For the employment of such professional and clerical assistants as may be necessary and for other necessary expenses, the state board of education is authorized to expend the annual legislative appropriation and such other funds as may be available for the purpose set out in this article. The legislative appropriation shall be paid out upon the requisition of the state superintendent of education on the state auditor who shall issue his warrant upon the state treasurer for the amount for which requisition is made.

An Act to make an appropriation to the Alabama Illiteracy Commission or to the State Board of Education, if created, for the removal of illiteracy in Alabama.

Be it enacted by the Legislature of Alabama:

Section 1. That there is hereby appropriated out of any money in the treasury not otherwise appropriated the sum of seven thousand five hundred dollars ($7,500) for the fiscal year beginning October 1, 1919, and the sum of twelve thousand five hundred

dollars ($12,500) for each and every year thereafter, for the use of the Alabama illiteracy commission or of the state board of education, if created, for the removal of illiteracy in Alabama. The said fund shall be paid out upon the requisition of the state superintendent of education upon the state auditor who shall issue his warrant upon the state treasurer for the amount for which requisition is made.

Approved September 30, 1919.

5. State Legislation — Providing Facilities for Negroes

Article 28. *Agricultural and Mechanical Institute for Negroes*

Section 1. The Huntsville State Normal and Industrial School later changed to the Agricultural and Mechanical College for Negroes, shall hereafter be known as the Agricultural and Mechanical Institute for Negroes, and shall be under the direction and control of the state board of education.

§ 2. The state board of education shall make rules and regulations for the government of the school, and shall select the president and all members of the faculty, and shall fix the amount of salary and the term of service of each employee.

§ 3. The division of the fund to be received from the federal government under the so-called Morrill Act between one college for white students and one institution for colored students, shall be based from year to year upon the ratio of the number of each race of legal school age to the total population of school age in the state of Alabama, as shown by the state school census next preceding the annual payment of the fund by the United States treasury.

§ 4. That portion of the grant of money received by the state of Alabama under the acts of Congress approved July 2, 1862, August 30, 1890, and March 4, 1907, and set apart in section 3 for the education of white students is appropriated to the Alabama Polytechnic Institute at Auburn, and that portion of the said grant herein set apart for the education of colored students is appropriated to the Agricultural and Mechanical Institute for Negroes at Normal.

§ 5. All appropriations that may be made to the Huntsville State Normal and Industrial School, or to the Agricultural and Mechanical Institute for Negroes and shall be paid out upon requisition of the state superintendent of education upon the state

auditor who shall draw his warrant upon the state treasurer in favor of the treasurer of the school for the amount for which requisition is made.

An Act to provide for changing the name and for making an application to the Huntsville State Normal and Industrial School, to be known as the Agricultural and Mechanical College for Negroes.

Be it enacted by the Legislature of Alabama:

Section 1. That the name of the Huntsville State Normal and Industrial School to be known as the Agricultural and Mechanical College for Negroes is hereby changed to Agricultural and Mechanical Institute for Negroes and there is hereby appropriated the sum of fifteen thousand ($15,000) dollars for the year beginning October 1, 1919, and the sum of fifteen thousand ($15,000) dollars for each and every year thereafter, to be paid in quarterly instalments on October 1, January 1, April 1, and July 1.

§ 2. That the funds appropriated under this act shall be paid upon requisition of the state superintendent of education upon the state auditor who shall draw his warrant upon the state treasurer in favor of the treasurer of the school for the amount for which requisition is made.

Approved September 29, 1919.

An Act to make an appropriation to Tuskegee Normal and Industrial Institute.*

Be it enacted by the Legislature of Alabama:

Section 1. That for the partial support and maintenance of the Tuskegee Normal and Industrial Institute and as an evidence of the good will of the State of Alabama there is hereby appropriated annually out of any money in the treasury not otherwise appropriated the sum of five thousand ($5,000) dollars to the said Tuskegee Normal and Industrial Institute. This fund shall be expended for such purposes as may be agreed upon by the state department of education and the board of trustees of the Tuskegee Normal and Industrial Institute. The amount herein appropriated shall be paid quarterly upon requisition of the state super-

* See page 3369.

intendent of education upon the state auditor who shall draw his warrant upon the state treasurer in favor of the treasurer of the Tuskegee Normal and Industrial Institute for the amount of such requisition.

§ 2. That all laws and parts of laws in conflict with the provisions of this act be and the same are hereby repealed.

Approved, September 20, 1919.

An Act to make appropriations to the State Department of Education.

Be it enacted by the Legislature of Albama:

Section 1. That there is hereby appropriated out of any funds in the state treasury not otherwise appropriated the sum of fifteen thousand ($15,000) dollars annually or so much thereof as may be necessary for the certification and placement of teachers including the employment of the necessary professional and clerical help, the purchase of the necessary equipment and supplies and other necessary expenses incident thereto, and the further sum of fifteen thousand ($15,000) dollars or so much thereof as may be necessary is hereby appropriated annually out of any funds in the state treasury not otherwise appropriated for the training of teachers in service, including extension institute and reading circle work, the necessary salaries and expenses of the professional and clerical help, and for such other related purposes as may be necessary to make this act of the greatest benefit to the schools of the state; provided that all fees collected for the certification of teachers and all enrollment fees in the placement division shall be paid into the state treasury. When it shall become necessary to pay out any of the funds appropriated under this act, the state superintendent of education shall make requisition upon the state auditor who shall draw his warrant upon the state treasurer for the amount for which requisition is made.

§ 2. That all laws and parts of laws in conflict with the provisions of this act be and the same are hereby repealed.

Approved, September 26, 1919.

Article 16, section 12. Unless the applicant is known to the person appointed to conduct the examination to be of good moral character, or shall make satisfactory proof of the same in writing, he shall not be admitted to the examination.

An act to make an appropriation for the State Normal School for colored teachers located at Montgomery.

Be it enacted by the Legislature of Alabama:

Section 1. That for the support and maintenance of the State Normal School for colored teachers located at Montgomery there is hereby appropriated for the fiscal year beginning October 1, 1919, the sum of eighteen thousand ($18,000) dollars and the sum of twenty thousand ($20,000) dollars is hereby appropriated annually for each and every year thereafter.

§ 2. That for the erection of a dormitory there is hereby appropriated out of any money in the State treasury not otherwise appropriated for the fiscal year beginning October 1, 1921, the sum of twenty thousand ($20,000) dollars and a further sum of two thousand ($2,000) dollars for other building purposes, provided the appropriation of two thousand ($2,000) dollars for the proposed building, other than the dormitory, is conditioned upon the raising of the sum of two thousand ($2,000) dollars and the depositing of the same to the credit of the board of trustees of the said school. The said appropriation shall be released upon the fulfillment of conditions to be prescribed by the state board of education, if created, and if not, but the board of trustees of the said normal school with the approval of the governor.

§ 3. That all funds appropriated under the provisions of this act shall be paid out upon requisition of the state superintendent of education upon the state auditor who shall draw his warrant upon the state treasurer in favor of the treasurer of the school for the amount for which requisition is made.

§ 4. That all laws and parts of laws in conflict with the provisions of this act be and the same are hereby repealed.

Approved, September 30, 1919.

6. State Legislation — Regarding Teachers

Article 17. *The Training of Teachers in Service*

Section 1. As a means of improving beginning teachers and teachers in service in the public schools of the state, teachers' institutes shall be held annually throughout the state, one or more in each county or for a group of counties, and at such times and at such places as the state superintendent of education, after advising with the county superintendent of education, shall direct,

the nature of the instruction, and the duration of the institutes which shall not exceed four days in any year for any county or group of counties, shall be such as to promote the best interests of the schools in the respective counties.

§ 2. Every person employed in a teaching or supervisory capacity by any county or city board of education in the public schools of the state shall attend the institute held in the county in which such person is employed, provided the institute is held during term time, or during the week immediately preceding or succeeding the period of opening and closing the schools in the county. All persons so attending shall be paid as for time taught, provided that any teacher or supervisory officer who fails to attend an institute called in accordance with section one (1) of this article shall forfeit his or her contract with the respective county or city board of education, as the case may be, and shall be ineligible to teach in the public schools of the state for a period of six (6) months from the date of such delinquency, unless excused as provided in section three (3) of this article.

§ 3. The state superintendent of education, with the advice of the county superintendent of education shall have the power to excuse teachers and supervisory officers from institute attendance for extraordinary reasons, and persons so excused shall be deemed to have met all requirements of attendance, within the meaning of section two (2) of this article, but shall not be entitled to pay as for time taught.

§ 4. At the beginning of each institute it shall be the duty of the county superintendent of education and of the city superintendents of schools, as the case may be, to furnish the conductor of the institute on forms to be provided by the state department of education, a list in duplicate of all persons employed in a teaching or supervisory capacity in the schools under their respective jurisdictions, and at the close of the institute the conductor shall file with the county superintendent of education, and with the city superintendent of schools the duplicate list of teachers and supervisory officers, numbered serially, employed in the schools under their respective jurisdictions who have been excused in accordance with section three (3) of this article.

It shall be unlawful for any county superintendent of education or for any superintendent of city schools to place the name of any teacher on the pay roll for a term of six (6) months after the close of the institute so held, or to allow any teacher or supervisory

officer who is in the employ of the county or city board of education at the time the said institute was held, and who was delinquent in attendance upon said institute to continue teaching in the schools of the city or county.

§ 5. As a further means of improving teachers in service, the county superintendent of education shall arrange for and conduct group conferences in convenient centers throughout the county, at which round tables shall be conducted, on the course of study, the work of the state teachers reading circle and on the problems of supervision and administration peculiar to the schools represented.

§ 6. The state department of education shall give appropriate recognition toward the renewal and extension of teachers' certificates to any person who completes in a satisfactory manner the work assigned for such group conferences. It is made the duty of the state superintendent of education, after advising with the county superintendent of education, to prepare outlines for use in teachers' institutes, and in the group meetings to be held in accordance with section five (5) of this article. Certificates entitling the holder to the renewal or extension privilege as prescribed in this section, shall be issued in accordance with the rules and regulations of the state department of education.

§ 7. In the conduct of such institutes and group conferences as may be held under the provisions of this article, it is made the duty of the state normal schools and of other state supported institutions of higher learning, offering teacher training courses to co-operate as far as may be practicable. The state department of education in co-operation with the state normal schools and other state supported institutions of higher learning offering teacher-training courses, and with county superintendents of education and city superintendents of schools shall arrange, in so far as may be practicable, for extension courses as a part of or in lieu of the group conferences, to be held in accordance with section (5) of this article. The credit to be allowed by the institution engaging in extension work as authorized in this article, shall be determined by the proper authorities of the said institution.

§ 8. The annual legislative appropriation for the purpose of carrying out the provisions of this act, or so much thereof as may be necessary, shall be used for the training of teachers in service including extension, institute and reading circle work, the

necessary salaries of professional and clerical help and for such other related purposes as may be necessary to make this act of the greatest benefit to the schools of the state, and the state auditor upon requisition of the state superintendent of education shall issue his warrant to the state treasurer for the amount for which requisition is made.

Article 9, section 11. The city superintendent of schools, subject to the provisions of this act, shall organize institutes for teachers and for citizens. He shall organize and direct the reading circle work, advise teachers as to further study and professional reading, and assist parents and teachers in acquiring knowledge of the aims and work of the schools.

An act to extend and regulate the granting of teachers' certificates to persons who served in the army or navy of the United States during the war with Germany.

Be it enacted by the Legislature of Alabama:

Section 1. That the sate board of examiners is hereby authorized to extend the certificate of all persons who at the time they entered the military or naval service of the United States held certificates to teach in the public schools of Alabama for two years.

§ 2. That whenever any person who was in the military or naval service of the United States during the war with Germany and who at the time he entered said service was teaching in the public schools of this state under a first grade certificate shall apply to the state board of examiners for life certificate, the time which he spent in the military or naval service of the United States shall count upon said application as if he had been engaged in teaching during said period of time.

§ 3. The certificate of any county superintendent of education that the person applying for an extension of certificate or for a life certificate served in the army or navy and of the length of time so served shall be sufficient proof to authorize the state board of examiners to grant the party applying the benefits of this act.

Approved, August 16, 1919.

Article 6, section 15. The county superintendent of education, subject to the provisions of this act, shall organize and attend county and local institutes for teachers and citizens, and shall organize and direct the reading circle work of the county, advise

teachers as to their further study in professional reading, and assist parents and citizens to acquire a knowledge of the aims and work of the school.

7. Special Legislation

Article 44. *Private, Denominational, and Parochial School Reports*

Section 1. All private, denominational and parochial schools or institutions of any kind having a school in connection therewith shall register annually on or before the tenth day of October with the state department of education and are required to report on uniform blanks furnished by the state superintendent of education giving such statistics as relate to the number of pupils, the number of instructors, enrollment, attendance, course of study, length of term, cost of tuition, funds, value of property, and the general condition of the school, and any president or acting head of any such institution mentioned above who fails to so register or to make the reports required above when called on shall be punished by a fine of not less than ten ($10.00) dollars nor more than one hundred ($100) dollars for each and every offense.

§ 2. All private, denominational, or parochial schools offering instruction to pupils within the compulsory attendance ages shall keep all records and make all reports that may be required in any compulsory attendance law now in force or that may hereafter be enacted in the state of Alabama, and no pupil attending any private, denominational, or parochial school which fails to comply with the requirments of this act shall be considered as meeting the legal requirements of such compulsory law.

Article 3, section 17. The state board of education shall have general supervision of the educational work of all charitable, penal, reformatory, and child caring institutions, maintained in whole or in part by the state, through its executive officer, who shall be a member of the governing board or boards which have charge of such.

An act to provide for the reading of the Holy Bible in the schools in Alabama that are supported in part or in whole by public funds and to provide for the enforcement of the same.

Be it enacted by the Legislature of Albama:

Section 1. That all schools in this state that are supported in whole or in part by public funds, be and the same are hereby required to have once every school day, readings from the Holy Bible.

§ 2. Be it further enacted, that teachers in making monthly reports shall show on the same that they have complied with this act, and superintendents of city schools in drawing public funds shall certify that each teacher under his supervision has complied with this act.

§ 3. Be it further enacted, that schools in the state subject to the provisions of this act shall not be allowed to draw public funds unless the provisions of this act are complied with and the state superintendent of education is charged with the enforcement of the provisions hereof.

Approved, September 26, 1919.

8. Letter from State Superintendent

SPRIGHT DOWELL, *Superintendent,* Department of Education, Montgomery. Letter, October 28, 1919. School Code, 1919.

> "We have such a small percentage of foreigners in Alabama that this problem has not become a serious one with us. The state makes an annual appropriation for the removal of adult illiteracy and through that agency we are fostering evening schools in convenient centers throughout the state. Such evening schools are maintained for the most part for the purpose of teaching adults and for the further training of those who are regularly employed. I do not feel, therefore, that what we are trying to do in Alabama would be of any practical value to you."

9. The Tuskegee Normal and Industrial Institute, Tuskegee

Robert R. Moton, Principal; Booker T. Washington, Founder; Warren Logan, Treasurer.

Board of Trustees

William G. Willcox, Chairman, New York City.
W. W. Campbell, Vice-Chairman, Tuskegee.
William J. Schieffelin, New York City.
Charles E. Mason, Boston.
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William M. Scott, Philadelphia.
Victor H. Tulane, Montgomery, Alabama.
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Warren Logan, Tuskegee.

A. J. Wilburn, Tuskegee.
Edgar A. Bancroft, Chicago.
Alexander Mann, D. D., Boston.
Robert R. Moton, Tuskegee.
Charles A. Wickersham, Atlanta.
C. E. Thomas, Prattville, Alabama.
Irving S. Merrell, Syracuse.
Paul M. Warburg, New York City.

TUSKEGEE TO DATE

The institution was established under the name of The Tuskegee Normal and Industrial Institute by the legislature of 1880 appropriating two thousand dollars to be used to pay the salaries of the teachers. The school was opened for its first session July 4, 1881, in a rented shanty church, with thirty pupils and but one teacher. No provision was made by the legislature for a building. In 1884 the appropriation was increased to three thousand dollars, and in 1893 the institution was incorporated under the name of the Tuskegee Normal and Industrial Institute. During the first session the present location, consisting at that time of one hundred acres, with three small buildings thereon, was purchased by Northern friends.

The population of the school community is at present over 2,000. This includes 185 teachers, officers and employees with their families, and a small number of others who are connected, but indirectly, with the work of the school.

From its foundation up to and including 1915, over 10,000 men and women have finished a full or partial course, gone out from the school and are doing good work, mainly as teachers and industrial workers.

The total enrollment in the regular Normal and Industrial departments in 1915 was 1,537. This includes representatives from 32 States and 19 foreign countries, 907 of these were young men and 630 young women. This did not include the 225 in the Training School or "Children's House," or the 150 in the night school of the town of Tuskegee or the 40 in the afternoon cooking classes in the town of Tuskegee. It did not include the 450 teachers in the Summer School for Teachers, or the 325 in the "Short Course" in Agriculture. If these had been included the total number of those who had the benefits of the school's teaching during the year would have amounted to 2,727. Of the 1,537 stu-

dents regularly enrolled all but about 100 board and sleep on the Institute grounds.

The school gets its students largely from the South Atlantic States, Alabama, Georgia, Mississippi, Texas, Florida, and South Carolina, in the order named, furnishing the larger number.

The educational plant consists of 2,345 acres of land; 107 buildings, large and small, used for dwellings, dormitories, class rooms, shops and barns, which together with the equipment, stock-in-trade, live stock and personal property, is valued at $1,567,062. This does not include 19,527 acres of public land remaining unsold from 25,000 granted by act of Congress, and valued at $250,000.00, nor the Endowment Fund.

The control of the school is vested in a Board of nineteen trustees, eight of whom live in Alabama and the others in different parts of the North. Six in New York, two in Massachusetts, two in Illinois, and one in Pennsylvania. Five members of the Board of Trustees who live in New York City and one member who lives in Alabama, compose a committee on the Investment of the Endowment Fund.

The endowment fund amounts at the present time to $1,945,326. One of the gifts that have been contributed to this sum is a bequest of $38,000 from the estate of Mrs. Mary E. Shaw, a colored woman, of New York.

Graduates of Tuskegee first started a fund to perpetuate the work of the school December 1, 1890. It was known as the Olivia Davidson Fund, in memory of the first "lady principal," as the Dean of the Woman's Department was then called. It was not until 1900, ten years later, that the small sums that students and graduates were able to contribute, reached $1,000, the amount required to complete the fund. Meanwhile the endowment had been increased from various sources, the largest donation, $50,000, coming from Collis P. Huntington. A special effort was made to increae the endowment during the year 1899 and 1900 when it grew from $62,253.39 to $152,232.49. The largest increase was made in 1903 with the Andrew Carnegie gift of $600,000. The year of the "quarto-centennial," 1905, brought two memorable gifts, the Baldwin Fund of $150,000, contributed by the friends of William H. Baldwin, Jr., until his death, January, 1905, a Trustee of the Institute, and by the Alumni Fund, of $1,000. In 1907 the endowment was increased by the addition $231,072 from the estate of Albert Willcox.

The current expense of running the school is about $290,000. To meet this the school is reasonably sure of about $180,000 from endowments and other sources. In 1915, $15,430 of the above amount was paid by students as entrance fees.

This leaves over $100,000 to be secured each year mainly from the contributions of the public at large.

The needs of the institution at present are chiefly:

1. $50.00 a year for annual scholarships for the tuition of one student, the student himself providing for his own board in labor and in cash.
2. $1,200 for permanent scholarships.
3. Money for current expenses in any amounts, however small.
4. An addition to our Endowment Fund of at least $3,000,000.
5. $30,000 for a building for religious purposes.
6. $15,000 to complete Boys' Trades Building.
7. $40,000 for boys' dormitory.
8. $40,000 for girls' dormitory.
9. $1,500 each for four teachers' cottages.
10. $3,000 for a general store-room.

THE INDUSTRIAL DEPARTMENTS

Including the Agricultural Department, the Industries for Girls and the Nurse Training School, there are now forty different trades or professions taught at Tuskegee.

The industries are grouped under three departments: the School of Agriculture, the Department of Mechanical Industries and the Industries for Girls. Each one of these departments has a separate building, or group of buildings, in which the work of the school is done. The Agricultural School has, in addition to its laboratories, the Farm and the Experiment Station where practical and experimental work is performed.

THE SCHOOL OF AGRICULTURE

The work of the School of Agriculture centers in the Milbank Agricultural Hall, which was erected in 1909, at a cost of $26,000. In addition to regular class rooms it contains laboratories for such elementary work in chemistry as the study of agriculture demands. There is a museum in which the specimens of various products of the soil are preserved for illustrating lectures. There is an assembly room with a seating capacity of 300 persons. The first floor contains the creamery, the farm machinery

repair shop, and a specially adapted class room for studying live stock.

The first industry, farming, was started on a small scale in 1883, on the land on which Phelps Hall, Huntington Memorial Hall and the New Laundry now stand. The farm, including the Experiment Station, comprises at present 2,300 acres, divided about as follows: 37 acres used as a truck garden to supply the school's dining hall and the town market with vegetables; 214 acres devoted to orchard and small fruits; 840 acres devoted to general farming; 1,300 acres to pastures, woodland and other purposes.

An extensive live stock industry is conducted on the basis of this farm. The dairy herd contains 156 head of cattle, breeders, yearlings and calves, with 100 milch cows "at the pail." The creamery received last year 60,000 gallons of milk and manufactured 9,000 pounds of butter. The swine herd consists of 600 head of hogs. The poultry yard contains over 2,000 fowls. The horse barn takes care of all the work animals of the school and contains 150 head of horses, mules and colts which have an annual earning capacity of $34,000.

The work of the farm in 1915 was carried on by 325 students and 18 instructors.

The leading crops raised upon the general farm last year were: 500 tons of ensilage, 7,000 bushels of sweet potatoes, 3,500 bushels of corn, 10,000 bushels of oats and 300 tons of hay. The leading crops of the truck garden were: 300,853 pounds of greens, 2,890 dozen bunches of lettuce, 1,000 bushels of onions, 4,000 bunches of beets, 610 bushels of lima and snap beans, 538 bushels of tomatoes, 400 bushels of rutabagas and turnips, 833 dozen ears of green corn, 3,500 dozen squash and 300 bushels of okra. The total value of the vegetables grown by the truck garden in 1915 was $6,100.

Landscape gardening, horticulture and floriculture have recently been added to the industries taught by the school. Horticulture was started as far back as 1895. Floriculture was added in 1904 when through the kindness of a friend, the school was given the money with which to build a greenhouse. A second greenhouse was added in 1907 and 40,000 plants and over 400 shade trees planted.

There are now 13,350 peach trees and 140,000 strawberry plants, and 2,051 grape vines in the school orchard. In one year,

the students in this department planted 1,010 trees and 7,803 shrubs and did altogether for the institution, including the value of the trees and shrubs planted, labor to the amount of $7,392.

For a number of years the institution has had a canning factory. In 1914 a special building was erected for this industry. During the year fruit and vegetables were canned as follows: 349 gallons of blackberries; 15,497 gallons peaches; 1,330 gallons tomatoes; 28 gallons apples; 75 gallons figs; 435 gallons peas; and 78 gallons grapes.

The Experiment Station was established in connection with the Agricultural School in 1896 by the State Legislature of that year. The result of eight years' work was published April, 1905, entitled "How to Build Up Worn Out Soils." A sequel to this bulletin, entitled "Cotton Growing on Sandy Uplands," shows that on the poorest soil in Alabama, a bale of cotton, nearly four times the average yield per acre, can be grown with profit.

Experiments in cotton breeding have been going on since 1905 with success. The purpose of these experiments has been: 1. To create an hybrid species by breeding the Sea Island cotton, which is noted for its long, silky fibre, with certain of the upland varieties. 2. To create a type more prolific and better adapted for sandy, upland soils, such as those in the neighborhood of Tuskegee.

THE MECHANICAL INDUSTRIES

The shops where the mechanical industries are taught are in the Slater-Armstrong Memorial Trades Building. This building which, with the saw mill, the boiler house, tool and storage rooms, occupies a floor space of about 37,650 square feet, contains the shops for teaching the following trades: carpentry, woodworking, printing, tailoring, blacksmithing, wheelwrighting, harnessmaking, carriage trimming, plumbing, steamfitting, electric lighting, architectural and mechanical drawing, tinning, painting, steam engineering and shoemaking. The saw mill and the brick yards are located in another part of the grounds.

The first bricks made were used in building Alabama Hall. Brickmaking, the second industry on the grounds, was started in 1883. The first bricks were made by hand in the ravine between Alabama Hall and the Chapel. The first machine for making brick was made of wood and run by horse power. It had a capacity of about 8,000 per day. The two machines now in use have a rated daily capacity of 25,000 each.

Bricklaying and plastering started in 1883. Thirty brick buildings have been erected or are in process of erection on the grounds in which the bricks have been manufactured and the plans drawn and the buildings constructed largely by student labor under the direction of the instructors. Including new and repair work in masonry and plastering, the value of the work of this division amounted in 1915 to $4,458.

Blacksmithing was started in a little frame building 12x16 and with a crude outfit. The blacksmith shop now contains ten forges; work to the value of over $3,000 is done yearly. This includes the iron work used in the building of new vehicles and the shoeing of 679 horses and mules.

Carpentry was introduced in 1884. This industry was first taught in a small building known as the John F. Slater Carpenter Shop. Woodturning, scroll and machine work and cabinet making have been added since that time. This has enabled the school to make a good deal of its own furniture and repairs that would otherwise have been done outside the school. The carpentry work of all the buildings erected on the Institute grounds has been done by students of the carpentry division under the direction of the instructors in carpentry. The value of the work done by the students in this division in 1915 amounted to $17,296.

Printing was started in 1885. The office prints books, pamphlets, magazines, newspapers, and considerable job and commercial printing. The Journal of the National Medical Association, The Annual Catalogue, The Treasurer's Report, The Negro Year Book, The Tuskegee Student, The Southern Letter, The National Notes, are among the more important pieces of printing done during the year. The value of the work of the printing office in 1915 amounted to $14,845.

The saw mill was started in 1886. At that time the school owned a large tract of heavily timbered land. Investigation showed that this timber could be cut and manufactured into lumber at a considerable saving. During 1915, 194 feet of lumber was sawed.

The first wagon made on the grounds was the work of Fayette Pugh, an untutored colored man, who was working at that time, 1887, in the saw mill. The school was much in need at that time of a wagon, but did not have money enough to buy it. This man said if the school would purchase the hubs and enough iron he would build a wagon. This wagon, excepting the iron work, was

built under an oak tree and was the direct cause of the establishment of a wheelwright shop in 1888. As the wheelwright and blacksmith shop began a few years later to build buggies and carriages, it was found necessary to start a carriage trimming division. This was done in 1891. In addition to the repairs of farm machinery and wagons, something like twenty fine vehicles, among them buggies, surreys and wagons, besides a large number of dump carts, push carts, wheelbarrows, etc., are made in this division each year. The value of the articles turned out by this division in 1915 was $2,513.

The bill for tinware had grown so large in 1890 that it became profitable to establish a tin shop on the grounds. Lewis Adams, a colored man who had been instrumental in securing the location of the Institute at Tuskegee, was at that time doing the work. It was found that he could be employed to do the work on the school grounds and give instruction to the students for less than the school was paying him during the year for odd jobs. Mr. Adams was also a harnessmaker and a shoemaker, and did a large amount of repairing for the school. It was decided to employ him and let him teach all of these trades. About 3,000 pieces of tinware, including basins, wash cans, slop cans, etc., are made every year for the use of the school in the tin shop. Aside from the repair work on the school buildings, nearly all the roofing for the larger buildings on the grounds was made there and put upon the buildings by the students. For the new power plant the tin shop made two metal skylights, two tin-covered doors, 350 feet of galvanized cornices and 100 feet of galvanized drain pipe.

In the shoe shop 50 pairs of shoes were made by the students; 60 pairs of uppers were drafted and made, and 2,603 pairs repaired. The value of the work done in this division was $1,126.

The harness shop makes and repairs the harness used by the school. The trimming of buggies and carriages is also done in this division. In 1915 this division did 1,161 jobs of new work and repairing. The value of this work was $2,253.

An abandoned cupola, which was presented to J. H. Washington by the authorities of a polytechnic school for whites near Tuskegee, brought about the establishment of a foundry and machine shop at the school. For some time Mr. Washington had been looking forward to setting up a machine shop. To do such work as he desired, however, it was necessary to have a foundry. He had expressed his desire to a teacher in the neighboring school. Shortly

after the authorities of this school decided to take out the small cupola they had been using and put in a larger one. They decided, therefore, to give the old one to Tuskegee. The school was then very poor and the Finance Committee did not feel able to pay the freight. Mr. Washington finally sent a three-yoke ox-team after the cupola and hauled it fifteen miles over a dirt road. Since that time the school has made its own castings and been able to do considerable work for the surrounding community. The foundry manufactures boiler grates, cast iron beds, sash weights of different sizes, machine and boiler castings and various miscellaneous castings.

The machine shop, exclusive of the foundry, now occupies a floor area in the Trades Building of 2,870 square feet. All the repairing of the mechanical equipment of the school, including steam pumps, steam engines, wood working machines, printing presses, metal working machines, etc., is done in the machine shop. The value of the work done in this division the past year was $3,791.

Plumbing and steamfitting, which were at first part of the machine shop, have since been organized as separate industries. Under the charge of this division there have been installed 40,240 feet of steam and 35,000 feet of water lines, carrying steam and water to all the larger buildings on the grounds. The value of the work done in 1915 amounted to $5,768.

The power plant. Steam engineering is taught in connection with the new central power plant which has just been installed at a cost of $229,000. In the steam engineer's course, the young men have studies from eleven different steam engines, seven steam pumps, twelve steam boilers, a complete waterworks system with miles of piping, and the various waterworks equipment — valves, gauges, recording apparatus, etc.

Over ten thousand electric lights are used in lighting the buildings and the grounds of the school. The first dynamo was purchased in 1898 and the first electric lights were those put in the new chapel in that year. Light is supplied to a considerable number of houses in the village of Greenwood, and in all over 30 miles of wiring have been installed and maintained by the students in this division.

Painting was first taught as a separate industry in 1891. Previous to that time there were special students in the carpenter and wheelwright shops who did this work. During 1915 the painting

division did 1,120 jobs of various sorts. These included painting houses, glazing windows, signs, vehicles, furniture, etc.

The tailor shop, during 1915, completed 1,159 jobs, including 220 suits made. Students' uniforms are made in the tailor shop. The value of the work done in this division was $3,698.

Architectural and mechanical drawing was first taught in connection with the separate industries. An important advance in the method of teaching was achieved when a separate department was established for this work, where the plans and specifications not only for the buildings but all other work in the school are made. These drawings and specifications have enabled the students to think their problems as well as do the work assigned them. Plans for nearly all the buildings on the grounds were drawn by this department.

THE INDUSTRIES FOR WOMEN

What are known on the grounds as the "Girls' Trades" are centered in a building erected in 1901 and known as Dorothy Hall. This building contains a laundry, cooking school and dressmaking and millinery shops. In this building, baskets, mattresses, brooms, and soap are made. Additions which have doubled the capacity of the building have made room for a larger kitchen and a more systematic and extended training in cooking.

The cooking school is located with the girls' other industries in Dorothy Hall. In the early days of the school students received training in cooking in the preparation of the meals of the school. At the present time the meals are served by the students but cooking and domestic science are now taught in a separate building.

Since 1893 all the girls in the school have studied cooking and domestic science. After they have had this training they serve for a month in the students' and teachers' dining rooms. In addition the school maintains a practice cottage where the girls of the senior class keep house and do their own cooking on a small fixed allowance given them by the school.

Dressmaking and millinery have been added to the Department of Plain Sewing, with the idea of giving a certain number of students a trade. The plain sewing had been started to furnish underwear and working shirts for the young men. The dressmakers and milliners make the dresses and trim the hats for most of the students and teachers.

The mattress factory was the happy thought of a newspaper man who came to visit the school. In 1887 the school was in need

of mattresses. There were none to be had in the town and the mattressmaker who had formerly done the work had died. One of the teachers and a student decided they would try the experiment of making them on the grounds. To do this they began tearing up an old mattress to see how it was put together. While they were engaged in this work a newspaper man discovered them. In his account of the industries he mentioned mattressmaking. It has been one of the trades since that time.

Among the things made here there were 1,229 brooms, 95 mattresses, 214 mops, 408 curtains, 170 tablecloths, 205 bedticks, 997 pillow cases, 125 pillows, and 96 screens; in all, articles to the value of $2,819 were made in 1915 in the mattress, broom and basketry divisions.

All the laundry for the school is done by the girls in the Laundry Department. Considering that there are on an average something like 1,600 persons, including students and teachers, in the school, the weekly washing is large. According to the record 1,532,000 pieces were laundered in the school laundry during the year.

THE ACADEMIC DEPARTMENT

The Academic Department is located in the Collis P. Huntington Memorial Building, which is the gift of Mrs. Collis P. Huntington, and was erected in memory of her husband.

All the students are required to take academic studies. There is a systematic effort to correlate the academic studies with the industrial training and practical interest of the pupil. By this means the work of the students in the Industrial Department is lifted above the level of mere drudgery, and becomes invested with the character of a demonstration. On the other hand, the principles acquired in the academic studies, gain in definiteness, precision and interest by application to actual situations and to real objects.

The students of the Academic Department are divided between the night and day schools. About two-thirds of all the students are in the day school and one-third in the night school. The night school pupils attend academic exercises four evenings each week from 6:45 to 8:30 and one evening from 6:45 to 8:00. The day school pupils attend academic exercises three days each week from 9:30 to 12:00 and 1:30 to 4:00. A night school pupil of vigouous health and good ability ordinarily advances in his academic studies about one-half as rapidly as the average pupil in the day school.

The night school is designed for those who are too poor to pay the small charges made by the day school.

The expense of day school students over and above the cost of clothing and in addition to what can be earned is about $45 or $50 for a term of nine months. The rate of wages of the student depends upon his efficiency. Whatever a night school student earns in excess of his board is placed to his credit to be used when he enters the day school.

Teaching in the Academic Department is carried on by a faculty of fifty-two teachers: eleven in English, nine in mathematics, five in history and geography, two in science, one in education, two in bookkeeping, three in vocal and instrumental music, one in the kindergarten, one in drawing and writing, one in physical culture, three in the library, seven in the children's house, and four others employed in the office of the Director of the Department.

The children's house is the public school of the Institute community. To this school the county contributes about $250, and the Institute about $1,000. In addition it has an income from the tuition of the children which amounts to $350. In 1902 a generous friend gave the Institute money to erect a suitable building in which to carry on this work. Rooms are provided to serve as a kitchen, dining room and bedroom for training girls and there is likewise a manual training room for boys. Teachers are supplied from the Institute. The school prepares its pupils to enter the junior class of the Institute.

A summer school for teachers is conducted each year under the auspices of the Academic Department. It furnishes an opportunity for teachers to improve themselves so that they may be able to do better teaching and be of wider service to the communities in which they teach. The summer school runs for six weeks during the months of June and July.

Over 400 teachers are gathered from all of the Southern states and some Northern states.

THE PHELPS HALL BIBLE TRAINING SCHOOL

The Bible Training School is located in Phelps Hall directly facing the Academic Building.

The aim of the Department, which was established in 1892, is to give its students a comprehensive knowledge of the whole English Bible; to give them such knowledge and training as will fit them to work as preachers and missionaries under the actual conditions now existing among the colored people.

A night Bible class gives an opportunity to ministers in the town and surrounding country who are not able to attend the day school, to learn something of the Bible and its history. These men come to the school twice a week for two hours' instruction, some of them walking four or five miles.

Four teachers, including the Dean of the school, make up the faculty of the Bible Training School. Lectures are also given by men prominent in one or the other of the denominations of the Negro church. Their lectures usually bear upon questions of practical church work.

The Macon County Ministers' Association which meets four times a year at the school brings the Bible students in touch with practical community problems. The Bible students also attend the meetings of the Farmers' Institute, the Short Course in Agriculture and other extension activities of the school. In this way they get first-hand methods of community uplift.

DEPARTMENT OF ADMINISTRATION

The administration of the Institute centers in the Administration Building, which contains the offices of the Principal and the Secretary, the rooms of the Executive Council, of the Treasurer, of the Auditor, and the Commandant of the Battalion, who is also head of the police department of the school.

This building, which was completed in 1904, contains also the post office and the students' savings bank.

The Executive Council is the directing body in the school. It is made up of the chief executive officers of the school, the Principal, Treasurer, General Superintendent of Industries, Director of Mechanical Industries, Secretary of the Institution, the Director of the Agricultural Department, the Director of the Experiment Station, the Commandant of the Battalion, the Dean of the Bible Training School, Business Agent, the Director of the Academic Department, Chief Accountant, the Registrar, the Dean of the Women's Department, and the Director of Industries for Girls.

A Savings Department was established at the school in 1901. This was to provide means for the students to deposit their money to accustom them to the habit of using a bank and to encourage them, indirectly, in the habit of saving. The number of depositors is about 1,250.

The accounts of the school are centered in the Chief Accountant's office. Separate accounts are kept for 51 different depart-

ments of the school. This includes the 40 different industries, each of which makes a separte accounting of its work. The amount of trade, back and forth, inside the school, of which the Accountant's office is a sort of clearing house, amounts each year to more than $600,000. This office has over 4,000 ledger accounts of which 1,500 are with students and in addition keep the accounts of 36 funds, 17 of which are endowment funds. The Chief Accountant is teacher of bookkeeping in the school, and his office is a sort of post-graduate course to students who desire to become expert bookkeepers and accountants.

BUSINESS AGENT'S DEPARTMENT

The term "Business Agent" is very broad in its application. It is his business to purchase practically everything used by the school, from a pin to a steam engine or a massive dynamo. The Business Agent's Department includes the Boarding Department and the General Stores Division. This necessitates the purchasing of the daily food supplies for the students, teachers, and in many instances the families. The Boarding Department furnishes daily to students an average of 4,027 meals at a cost per capita per day of approximately thirteen cents for provisions. At different meals quantities of food are consumed as shown in the following items: Ninety-five gallons of coffee, 350 pounds of greens or salad, 75 gallons of peaches, 120 gallons of milk, 45 pounds of butter, 20 gallons of syrup, 300 loaves of bread, 5,600 pieces of corn bread, 22 bushels of sweet potatoes. The consumption per day of any one item of meat is about 375 pounds of beef or 375 pounds of pork or 200 pounds of tripe or 180 pounds of liver or 380 pounds of fish. The General Stores Division embraces the commissary, salesroom and meat market. The monthly sales from the commissary to the families amount to about $1,600. To the departments sales for a single month are over $7,600. The monthly sales of the salesroom, which is a general dry goods and stationery store, are from $2,000 to $4,000.

HOSPIAL AND NURSE TRAINING SCHOOL

The Hospital and Nurse Training School was started in 1892, but not until 1901 were the different departments, the boys' ward, the girls' ward, the operating and drug rooms, centered in one building. The Andrews Memorial Hospital cost $50,000. It affords adequate facilities for the increasingly large number of

operative cases that are brought to the hospital often from adjacent states for treatment. The hospital is in charge of a superintendent who is assisted by two internes, a head nurse, matron and pharmacist.

One hundred three trained nurses have gone out from the school since 1894 and are doing good work in different parts of the country. The course in the Training School covers a period of three years and, as a rule, students are supposed to have completed the work in the Academic Department or its equivalent before entering.

THE DEPARTMENT OF SCHOOL EXTENSION

The actual work of Tuskegee has for some years grown beyond the limits of the school grounds. Every year sees the amount of this extension work increased. In its efforts to reach and aid the masses outside of and beyond the direct influence of the schoolroom, the Institute has aimed: 1. To change public opinion and turn the attention of the people in directions where there was hope for them. This has been the work of the Negro Conference and various agencies that have grown up to help complete its work. 2. To educate the people on the soil, encourage better methods of farming and so induce Negro farmers' children to remain on the soil. This has been the work of the Short Course in Agriculture, the Farmers' Institute, the Demonstration Farming and the Movable Schools operated under the "Smith-Lever" Agricultural Enactment.

The Annual Negro Conference was started in February, 1891. In that year Principal Booker T. Washington sent out invitations about seventy-five representative negroes in Macon County, farmers, mechanics, school teachers and ministers. The majority of the men who came to the conference were farmers. Instead of seventy-five, something like four hundred responded to this invitation. The success of the first conference has been repeated each year since and the fame of its annual meeting has extended until negro farmers come from all over the South to attend them.

The need of first-hand knowledge of conditions among the negro farmers and in the more remote regions of the South brought so many visitors, students and teachers to these conference that it was finally decided to hold the conference two days, giving the first day to the farmers and the second day to the students and teachers. This has resulted in the division of the work of the

Annual Conference into the Farmers' and Workers' Conferences. The Workers' Conference follows the Farmers' and takes its theme from it.

A conference agent is employed by the school whose duty is to organize local conferences in different communities in the state and visit those conferences already established in order to encourage them in their work.

The short course in agriculture started in January, 1904, and intended to give farmers in the surrounding country, at the season when most of them are idle, the advantage of two weeks' study and observation of the work of the school farm, has been increasingly successful. The first year there were but eleven students and most of them were older men. In 1912 this number had increased to 1,472 and 800 of these were young men and women.

The Demonstration Farming Experiment, the work carried on by the Agricultural Department at Washington with the aid of the General Education Board, was started in 1907. The plan provided that a certain number of farmers in a selected county should farm a small portion of their land under the direction of, and with the seed provided by, the Agricultural Department. The work throughout the South has been under the directions of Dr. S. A. Knapp, of Washington, who has under him a number of agents whose duty it is to visit the different sections of the country and oversee the work that is going on. These men have under them the Field Agents who in turn select and direct the farmers in the fields. In Macon County this work was begun among Negro farmers by T. M. Campbell, a graduate of the Agricultural Department. Demonstration work is now carried on under the auspices of Tuskegee Institute as follows: In Alabama, in Macon, Wilcox, Lee, Madison, Randolph and Bullock Counties; in Mississippi, in Bolivar, Jefferson Davis and Sunflower Counties.

The Movable Schools. By means of funds received from the United States Department of Agriculture under the Smith-Lever Agricultural Extension Work Enactment, two to three days Movable Schools are carried on in various counties of Alabama where there are large numbers of Negro farmers. Instructors from the Institution's Department of Agriculture go into a county, gather the farmers and their wives and children together and give them instruction in better methods of farming and the care and improvement of the home.

A Negro County Fair was held for a number of years in connection with the Farmers' Institute on the grounds near the school. In 1906 a permanent fair ground was erected within the limits of the village of Greenwood. In 1911 the Negro County Fair was merged with the white association of the county under the name of the Macon County Fair Association.

Rural School Extension seeks to assist and direct the Negro farming communities in building schoolhouses, lengthening the school terms and securing competent teachers. The aid received from the Rosenwald gift for rural school building is doing much toward providing good schoolhouses. The Jeanes Fund and other sources enable teachers to employ the most effective methods of teaching the pupils and improving the communities, so that the schools of the county where Tuskegee Institute is located are among the best rural schools in the South.

A special supervisor is employed whose duty is to visit the various schools and advise and assist teachers, particularly with reference to the management of school farms and school gardens and the teaching of agriculture and the industries. One of the important tasks of this supervisor is the organization of community clubs for the support of the schools.

A Model School is maintained in what is known as the Rising Star community, which is just beyond the Institute farm, where a combined school and dwelling house has been erected and two graduates of Tuskegee, a man and his wife, occupy and conduct a public school. The house contains five rooms, a sitting-room, bedroom, a kitchen, a dining-room, and a special classroom. There is also a barn and garden with horses, cow, pigs and chickens. The regular classroom work is carried on in this as in other public rural schools, except that instead of spending all their time in a classroom, pupils are divided into sections and given instruction in the ordinary industries of a farm community. While some pupils cook, others clean the house, others the yard, others work in the garden, others are receiving literary instruction.

In four years the Negro farmers of the county where Tuskegee Institute is located contributed over $20,000 to the building of schoolhouses and lengthening school terms.

A Plantation Settlement was established in the spring of 1897, on what is known as Russell Plantation, eight miles from Tuskegee. That was an original attempt by Mrs. Booker T. Washington, to adapt the methods of the "University Settlement" to the

needs of the people who live in the primitive conditions that still obtain on the large plantations in the "Black Belt." The work was begun in an abandoned one-room cabin.

The school has been supported by such funds as Mrs. Washington was able to obtain from friends. From the first the parents of the children who attended the school have contributed what they could. For six years past they have been trying to pay a small monthly tuition. Fifteen dollars a month is received from the county toward the support of the teacher. The school is also a home, in which the household industries, sewing, cooking, etc., are taught along with reading, writing and arithmetic. On the small farm connected with the school, the pupils raise corn, potatoes, peas, in addition to other garden truck, cabbages, onions, beans, tomatoes, etc.

The Mothers' Meetings established in the town of Tuskegee by Mrs. Booker T. Washington have extended their influence to other portions of the county and beyond to small communities in other parts of the State. More than twenty such communities in this county and elsewhere maintain meetings of this kind. About 2,000 women on the farm are reached through the medium of these meetings.

Schools Doing Tuskegee Work, established by Tuskegee students or under the direct influence of Tuskegee, are the special object of the Institution's consideration and care. The most important of the schools, established by Tuskegee graduates are the Snow Hill Normal and Industrial Institute at Snow Hill, Alabama, founded by William J. Edwards; the Mt. Meigs Institute at Waugh, Ala., founded by Miss Cornelia Bowen; the Robert Hungerford Industrial School at Eatonville, Fla., founded by the late R. C. Calhoun; the Utica Normal and Industrial Institute at Utica, Miss., founded by William H. Holtzelaw, and the Voorhees Normal and Industrial School at Denmark, S. C., founded by the late Elizabeth E. Wright Menafee.

DISCIPLINE

The discipline of the school, the deportment of students, the inspection and care of rooms, and the guarding of the grounds is in charge of the Commandant of the battalion and the Dean of the Women's Department.

Military Disipline of some sort has been enforced since the foundation of the school. The first day the students came together

they marched. After J. H. Washington arrived on the grounds he had, in addition to his other duties, charge of the military training and discipline of the school. He held this position until the present Commandant, Major J. B. Ramsey, came from Hampton to take in hand the discipline of the school.

Two battalions, one of four companies made up from the night school students, the other of five companies made up from the day school students have been formed among the boys of the school. The officers are chosen from the upper classes and represent the best men from all points of view in the school.

An Officers' Court investigates and passes judgment upon all breaches of discipline and other offenses not serious enough to be referred to the principal, or to the executive council. At the beginning of each year the students are called together and the rules and discipline of the school are read and submitted to them for discussion. This does not result in any important modification of the discipline of the school but the discussion enables the students to better understand the purpose of it.

Meetings of the Students, with the Commandant, are held every Saturday for the purpose of talking over the interests of the students and the school. Somewhat the same methods have been adopted in the Woman's Department.

Police Duty. The guarding of the buildings at night, the inspection of rooms and fire protection are performed by the students under the direction of the Commandant. The students are organized for fire protection into four regular squads, the axe, bucket, hose and ladder squads, with several others such as the electricians, in reserve. Places are assigned, in the event of an alarm of fire, to every student in the school.

Drills and Inspection take place every day in the week. The day students are divided into two squads, one of which drills every other day. The night students drill once a week. Between 7:00 and 8:00 a. m. on week days every student undergoes an inspection.

RELIGIOUS LIFE

The present chapel was begun in 1895 and completed in 1898. It is one of the largest and the most imposing buildings on the grounds. The body of the building was intended to seat 2,400 people. The choir back of the stage is arranged to seat about 150 more. In 1905, to accommodate the crowds that attended the quarto-centennial celebration, its capacity was increased to about

3,000 by the location of galleries in the transepts. Preaching services are held every Sunday morning.

The Young Men's Christian Association is among the largest of the voluntary religious organizations among the young men students. It meets Sunday afternoons in Carnegie Library Assembly room. The Association has an enrollment of 500, and an average attendance of 300. The Christian Endeavor Association, which meets at the same place in the evening has an average attendance of 300. The younger students are organized into a club called The Careful Builders which meets Saturday evenings and Sunday afternoons.

The Chapel Sunday School is composed of the entire student body. There are forty-one classes. They are taught by members of the faculty, post-graduates and members of the senior and A-middle classes.

The Young Women's Christian Association is the only religious organization composed exclusively of girls upon the grounds. This society meets every Sunday in Douglass Hall. It does a large part of its work through the medium of committees in association with the members of the Women's Club.

Music is an essential part in the training of Tuskegee students. All the students are given regular training in voice culture at some period of their studies. The choir, which consists of 150 voices, is made up of students selected at the beginning of each year.

A band of 47 pieces and orchestra of 25 pieces are maintained at the school. A special effort is made to preserve the old Negro hymns and plantation melodies.

THE LIBRARIAN

The Carnegie Library building was completed in 1902. It was erected at a cost of about $20,000. It contains in addition to the library proper, an assembly room which is used as a lecture room for Senior and graduate students; a seminary room, where the students who are preparing essays may work; and an historical room where relics connected with the history of the school are kept.

The library contains at present about 19,000 volumes. The first library of the school, which was started in Porter Hall in 1883, was made up, almost wholly, of books which were sent down from the North in barrels, together with old clothes for needy students. A special effort is now being made to furnish

this library with books and pamphlets on Africa and the Negro in order to direct attention of students to the materials which represent the current history of the Negro. A room has been set aside in which are kept all the books relating to the Negro in Africa and America.

The average volunteer daily attendance of students at the library is three hundred and eighty-six; about seventeen thousand books are drawn during the year. The average number drawn each day is sixty-two, while during the months of January, February and March four hundred and twelve books were circulated daily; fiction, social science, general literature, history and travel give in their respective order the extent of their popularity.

The reference department contains a general reference section, open to all teachers and students of the school and a special reference department, open only to assigned classes. The average number of general reference books drawn during the year has been one hundred and eight, and special reference books, two hundred and sixty-eight.

A special children's department is maintained. Over eight hundred children's books are loaned during the year. Each week the fourth, fifth and sixth grades of the Children's House spend one hour in the library, at which time they draw books and look up references for their work in the Children's House. Every Saturday at 4 p. m. the little children from the Children's House and from the kindergarten come to the library for the " Story Hour."

Once a month the industrial classes meet in the reading room of the library at which time all the general reference books bearing upon the subject are placed before the students and special work is assgned to be looked up.

There are a number of reading circles in connection with the library. All the younger boys and girls of the school are united into a club for the reading of good books. The boys of this club have averaged six hundred and eighty-nine books for the year and the girls, four hundred and twenty-eight. The Senior and A Middle Class Reading Circle meets on Sunday evening immediately after chapel in the reading room of the Library. The aim of these circles is to create in the student a taste for reading and to train them how to use their spare time in acquiring that general culture which comes from proper reading.

A large and varied assortment of periodicals are kept constantly on file. These include one hundred and five literary periodicals, one

hundred and six industrial periodicals, forty-nine religious periodicals, sixty-five daily papers and one hundred an sixty weekly papers in which are included one hundred and two Negro papers.

The most pressing need of the library is more money with which to buy special reference books, particularly those needed for the industrial work, especially agricultural books.

TUSKEGEE EXTENSION WORK

Out on the big plantations of the South the Negro farmer's hut most commonly stands alone. Day after day the farmer and his family look out over the vast landscapes, sometimes white with cotton in its fruitage, sometimes barren, sometimes withering and parching under a hot sun. The wife and children chop cotton in the solitary fields, hurry home near noon time and cook a scant meal of corn bread and fried meat, again hasten back to the hoe and again back to the hut to a scant meal. The only sure break of the monotony of a day, nay of a week, is a lone buzzard titling lazily about overhead. The rattle of a wagon along the highway, the puff of an automobile, startles the laborers, who lean dreamily on their hoes until the vehicle is out of sight and hearing.

At home when rest time comes the monotony is even more oppressive. A bare yard without grass, tree or flower greets them on the outside. Are they not all too busy to bother with trees and flowers? Well no, not altogether. But they may not live in this cottage next year, according to their reasoning, so what is the use? As for grass, why some still believe it is poisonous, and of course wouldn't plant it. As for shade when they sit out of doors, they pursue the shadow of the house. Besides a bed, maybe a bureau, a few chairs, no pictures, no music, no books, and you have a pretty fair sketch of the Negro plantation farmer. Their life outside occupation is summed up by attending two church services a month and by going to store or headquarters when they need advancement in food, money, or farm implements.

Is there any wonder if vice sometimes creeps in, one might say, sails in on the wings of monotony? Is there any wonder that when Saturday comes a Negro farmer in his busiest season will leave his cotton all picked and piled in the field, lock up his house and take his family to town to spend the day? Is there any wonder that he sometimes gets down behind the bushes and gambles, or even that his mind drifts into crimes of a baser sort.

Now this condition in all its nicer phases, of farming, of gardening, poultry-raising, lawn-making, flower-raising, and shrub-growing, beautifying and cheering the inside of the home, cooking and dressing better, building better schools, extending school terms, teaching in a practical and tangible way, getting the colored people together and in sympathy with one another — this condition is the foundation of the extension work at Tuskegee Institute.

The great privilege of teaching among colored people generally, and among rural people in particular, is that you must work both forward and backward. Stolid though our rural people appear, there is nevertheless a very tender bond of sympathy between parent and child, the parent often directing, even dominating, the child long after the latter has grown up and married and has a family of his own. Thus to teach the child profitably you must teach the parent also; else what you give the child by day will be taken from him and thrown to the winds by night. It would be idle to teach the child ventilation, bathing, flower and grass cultivation at school if you did not in some degree reach the parents at home.

THE WORK OF THE SUMMER SCHOOL

One of the agencies now at work, particularly on the educational side, is the summer school. For the last five years an average of 350 teachers has enrolled and pursued courses looking to direct improvement of rural school and community life. The summer just past registered 380 teachers from fourteen different States and from Porto Rico. For the most part the teachers elect studies with an immediate purpose in view. Thus the past summer witnessed more than a score of these electing canning with the fixed plan of putting canning in the schools, of organizing canning clubs among the children. Not a few were going immediately back to can some of the products during the present season. Others elect basket-making; broom-making, shuck and pine needle work, and still others, in large numbers, manual training. These courses have already brought interest into the school room among the children and have attracted the parents to the schoolhouse. One teacher writes that the school and her community was dead, but having taken pine needle and shuck work, she went home and put the children to work with their hands. There was no longer trouble with getting children to school or with getting parents to attend meetings at the schoolhouse. A teacher from

Mississippi did not know how to form and handle mothers' clubs. She got this information at the summer school, went home and started the clubs. Such "enthusiasm," she wrote, she had never seen. Another teacher from Mississippi learned to make brooms in the summer school and stirred a good part of her State with broom-making. Still another cleaned up her community by giving cooking lessons in the various homes, there being no utensils in the school. Still another who had the supervision of all the schools of a certain county, stirred her whole county with the putting in of pine needle work, baskets of weeping-willow, the making of wash-boards, trash baskets and the like. The white people of the county sent in the complaint to the county superintendent that the colored children were being taught more than the white. There being no white teacher who could give these lessons at that time, this colored teacher offered to instruct any of these white children who cared to come to her for the lessons. She also told her children to pass on as much as they could to the white children with whom they came in contact.

But the summer school is not one of hand training only. It gives regular literary courses along with the industrial work. The same purpose is, however, kept uppermost, to help the teacher help those at home. Thus in a lesson in arithmetic, in geometry, in grammar, in geography, the instructor in the summer school seeks not only to impart subject matter but to give live methods of teaching. To measure the class room floor, to compute the cost of a cotton crop, to make sentences on peaches, to lay out a mimic continent and lay upon it all its main products are some of the means whereby an instructor gives subject matter and methods of teaching at the same time.

That the summer school is accomplishing its purpose both at home and abroad is best seen by the testimony of three experts in school methods, Dr. J. H. Dillard, Mr. J. L. Sibley, and Mr W. B. Riley. Mr. Riley is Superintendent of Schools of Macon County, Alabama. Before the Trustees of Tuskegee Institute in February, 1914, he said:

"This school is doing more than any other I know anything about in bringing boys and girls in touch with real life. The teachers who are being sent out from here are in touch with problems of life and practical education as is true of no other teachers that I know anything about. I am very enthusiastic about this subject of the kind of work this school is doing."

Mr. Sibley, Supervisor of Negro Rural Schools of the State of Alabama, before the same body said:

"Tuskegee is setting in motion a spirit of helpfulness and thoroughgoing practical education which is being felt in all the rural schools of Alabama."

Dr. Dillard is President of the Anna T. Jeanes Foundation and Director of the John F. Slater Fund. Through the various teachers under these funds he touches intimately every State in the South. Mr. Dillard's speech before the trustees in February, 1914, was, in part:

"I have never seen anywhere better teaching than I have seen here at Tuskegee Institute. In all the years I have been coming here, I have never found even one teacher whom it did not give me pleasure to watch in action.

"I have gone into two rooms especially where not even a book was in evidence; the students and the teacher were talking about cogs, wheels, etc., but no book was in evidence, and the teaching was all that it should be. I never saw more genuine education going on anywhere than I have seen here at Tuskegee.

"I want to say a word about the summer school: It is influencing teaching in all the colored schools of the South in a most helpful and satisfactory way. I do not see how Tuskegee could do more than it is doing to help and influence education throughout the South."

THE EXTENSION DEPARTMENT

The agency which carries the bulk of responsibility in rural work is known as the Extension Department. Clinton J. Calloway, the head of this department, spends much of his time keeping the rural people astir with some community project under way, something to keep the people alive, to give them oneness of interest and to bring local pride. Historically, this department dates back twenty years. It began in a feeble way by sending out one man at spare times to create enthusiasm for, to arouse the people to, improved methods of farming, better homes and home surroundings. Then came a committee of three, Messrs. C. W. Greene, J. H. Palmer, and George W. Carver, which injected organization into the system. This committee, which has served sixteen years continuously, encountered no end of agricultural prejudices. One of their first efforts was directed towards deep plowing. At the time a two-horse plow could nowhere be found.

Getting the farm folk aside one Saturday as they were making their weekly exodus to town, the committee urged the value of deep plowing.

"We don't want deep plowing," said one farm preacher. "You're fixin' way for us to have no soil. If we plow deep it will all wash away and in a year or two we will have to clear new ground."

Not long after this, one of the committee, having discovered a two-horse plow on the brick yard, was putting his theory into practice. A white planter driving along the road stopped, went over to him and said: "See here, it's none of my business of course, but you're new here and I don't want to see you fail. But if you plow your land deep like that you'll ruin it sure. I know. I've been here."

However, a few colored men were prevailed upon to use deep plowing on a small scale as an experiment. The result began to tell. One poor farmer who could scarcely earn his bread, saw the results. He moved into another community, and followed instructions. In a few years he bought 500 acres of land; gave each of his four sons 100 acres and kept 100 himself. Since then the four sons, being now content on the farm, have added to their 100 acres, as has also the father.

During this period the committee used to go around to the various churches to make their plea for better methods of farming. They called a meeting on one occasion at "Sweet Gum," a church some five miles from the school. When the Institute workers, as the committee was called, arrived, the pastor had sent the people off to a picnic. The preacher feared that the new doctrine of farming might tamper with the contribution box.

To the appeal for better fowl, cattle, and hogs, the farmers gave answer that they needed no improved stock. The "razor back" hog or "pine rooster" took care of himself, so also did the mongrel hen and scrub cow. What difference did it make, they argued, when you ate an egg, whether the egg came from a good breed or a scrub breed of fowl. Here, again, however, one man at least tried the scheme. He is now one of the best stock raisers in the county.

These, however, were the rare individuals. The masses had still to be reached.

To combat prejudice of the masses, Tuskegee sets for its watchword, "Educate, educate, everywhere educate."

To do this the Principal, believing as he does in the persuasiveness of the concrete, evolved the scheme of sending the stock and products to the people to let them see the difference. This movement was later greatly accelerated by the Jesup wagon. A man was put on a wagon, which was drawn by a good well fed mule. A good breed of cow was tied to the back of the wagon. Several practical breeds of chickens, some good ears of corn, bundles of oats, stalks of cotton, good seed, garden products which ought to be growing at the time, and a good plow were loaded on to the wagon. This was the farmer's school, going to the farmer who wouldn't or couldn't come to it. This was before the day of the United States Demonstration Agent had dawned upon the Negro farmer. The man driving the wagon halted by the field or before an audience, delivered his massage, pointed out the good points of his cargo, and then asked somebody to allot him a piece of ground to be cultivated. This granted he puts his mule to the plow, an dbroke the ground deep, made his rows, planted his seeds and moved on to the next locality. Keeping a memoranum he returned for cultivation, for harvest, and above all, to enforce the lessons he had tried to teach by word of mouth.

To intensify certain phases of the work a dairyman would now go to the farmers, then a trucker, then a poultry raiser. As poultry raising centers about the home a woman was usually sent out to lecture on this subject. Mrs. C. J. Calloway, whose Barred Rocks can now be found all over the county, was usually sent. At different points Mr. J. H. Washington gave lectures and demonstrations in canning, and offered to give personal instructions to any man free of charge. This method of the concrete was and is only one of the many which the Extension Department is using to stir the farmers' ambition on the one hand and to bring content on the other.

Further than this during all these years lest there should still be those who were not reached, the Agricultural Department, the Extension Department and the Department of Agricultural Research have been placing all kinds of pamphlets and articles in the farmers' hands. Articles on what to plant in the garden each season of the year, improved methods of poultry breeding, canning, and looking after stock have been kept before the farmers through a little sheet from the Extension Department known as The Messenger.

The Department of Agricultural Research, under Prof. Carver, has to date published some twenty odd pamphlets on subjects helpful to the farmer. It was that department that worked out the first scheme of school gardening in Macon County. Later a pamphlet appeared on that subject. Then came pamphlets on Macon County trees and shrubbery, twenty-one ways to cook cow peas, preserving the wild plum crop, saving the sweet potato, fighting various kinds of insects and pests, cotton growing, improving rural schools, each to meet the particular need of the farmer in Macon County and in the South generally.

THE SHORT COURSE

There is in addition a regular cycle of agitations for the black man on the soil. On January first, the Agricultural Department begins the regular Farmers' Short Course. Many of the colored schools adjourn for this period so that the teachers and pupils can attend. For two weeks, at the very beginning of the year, fathers, mothers, sons and daughters, sit side by side in the various class rooms, receiving instructions in gardening, general farming, stock raising, and canning. In addition the women are given lessons in cooking, poultry raising, housekeeping, and care of children.

A paragraph from the leaflet of the Agricultural Department announcing the short courses for 1914 tells in its own breathless style of the growth and opportunities of this course.

"A CREATION OF THE FARMER, BY THE FARMER, AND FOR THE FARMER

"It meets the crying needs of thousands of our boys and girls, fathers and mothers.

"IT'S FREE TO ALL — NO EXAMINATION, NOR ENTRANCE FEE IS REQUIRED

"It started 7 years ago with 11 students; the second year we had 17, the third year we had 70, the fourth year we had 490, and last year we had nearly 2,000. It is the only thing of its kind for the betterment of the colored farmers. It lasts for only 12 days. It comes at a time when you would be celebrating Christmas. In previous years, the farmers have walked from three to six miles to attend; many have come on horseback, in wagons and in buggies. You who live so that you cannot come in daily can secure board near the school for $2.50 per week. We expect 2,000 to 2,500 to enter this year."

And then to stimulate close study the Department announces:

"PRIZES WILL BE GIVEN AS FOLLOWS:

"A prize of $5.00 will be given to the person who makes the greatest progress on all subjects taught.

"A prize of $2.00 will be given the person who is the best judge of livestock.

"A prize of $1.00 will be given the person who shows the best knowledge of the use and application of manures and fertilizers.

"A prize of $1.00 will be given to the person who can demonstrate the best method of laying out an orchard and pruning trees.

" Corn-Judging Contest: One dollar will be given the man who can secure the best of the different types of seed corn and select the best seed for planting.

"A prize of $1.00 will be given the person who makes the best butter and gives evidence of his knowledge of the same.

"A prize of $1.00 will be given the student who makes the greatest progress in cooking.

"A prize of $1.00 will be given the student who makes the greatest progress in sewing.

"A prize of $1.00 will be given the person who selects the best trio of chickens."

The method of instruction is here worthy of attention. Nothing is given in the abstract. Is the class told that onions, turnips, rutabagas, cabbage and beets should be in full flourish in January? There are the products in piles fresh from the garden or farm before them, and out of the windows yonder they are planted by the acre. A good breed of cow is taken up and studied by the class as is also a horse, mule and chicken, the teacher pointing out always the distinction between the weak and the strong, the profitable and the non-profitable.

THE ANNUAL FARMERS' CONFERENCE

Concrete illustration reaches its acme in the Farmers' gathering which immediately follows the short course; that is, in the Annual Farmers' Conference, another organization, now nearing its 20th year of continuous existence, growth and service. To clinch the lessons of good farming, gardening, canning, preserving and stock raising, products of these are all placed before the farmer audience which is usually about 2,000 in number. Only the exhibit this time is made by various farmers and not by the school. Then the man, the woman or child who has done the work comes to the

platform and tells in his own way how the thing was done. Then there comes buzzing in the farmers' head voices more numerous than the voices in Pandora's box, "You can do that too, you can do that."

By no means, however, is the time devoted exclusively to Agriculture. Probably a stronger wedge still is driven in seeking to give the farmer wants. Witness these questions to the various farmers:

"What kind of house do you live in?"
"Do you own that house?"
"What kind of schoolhouse have you?"
"Do you send your children to school regularly?"
"How many months does your school run?"
"Do you keep your teacher in the community?"
"What kind of church have you?"
"Where does your pastor live?"
"Are your church, school, and home fences whitewashed?"

According to each speaker's answer, for understand these and many other questions are put directly to some farmer, so is his admonition.

Every farmer now filled with emulation, with larger wants, with wider skill of his crafts, gallops away on his mule thoroughly resolved that at the next January meeting he can tell of a bigger crop, addition of a few acres, or first step in purchasing, extension of school term, or some farm improvement.

In the meantime he is, of course, not let alone by the school. The old committee still makes monthly rounds of meetings. The demonstration agent pops up at any time. A day's session is called at certain intervals at the school. All the time the committee, the agent, the head of the Extension Department, is drumming away on the next big occasion. This is the Macon County Fair. Once more the farmer is the conspicuous figure. He does not talk now, he merely exhibits. There is a keen rivalry between communities. Hogs, cows, horses, fowl, preserves, quilts, farm products of all kinds, and arts and crafts of the schools are all eligible to carry off ribbons. This marks the round of the cycle, only the farmer must not stop, since the climate is so mild, he must go right home and put in another crop, so as to have sowing and harvesting going on all the year round.

BUILDING RURAL SCHOOLS

The biggest task the Extension Department has had under way is the building of decent and practical rural schools. In this lies the solution of much farm emigration. While the farmers would improve stock and products, there were still many, who, not having education themselves, saw little use of any school at all; and the school granted, why any length of session, any kind of teacher, and any kind of building would do. And so ten years ago, the department with the Farmers' Conference, threw down the gauntlet to shabby school facilities, which included a defiance of shabby homes, and a shake of the fist at community dissensions. It showed mere book-teaching the door, laying down a schedule for and demanding instruction in courses that gave useful training, as well as mere drilling in books. To carry out the plan called for a change in rural school architecture. There must be a room in which to teach cooking, a dining room in which to teach table setting and a room in which to teach sewing.

Now, prior to 1905 nearly every Negro school in Macon County was either a log cabin or a one-room cottage, with one or two wooden windows, one door, a rickety wooden floor or a dirt floor, as chance happened to will it; a leaky roof, decaying logs and blocks of wood, broken-backed chairs and benches for seats. These are the things that made up to the edifice and surrounding for the children of the ex-slaves to get an education or a training for life. To many, this was good enough, far better than they had had, certainly; but to others, it was wretchedness of the deepest dye.

And so arguments began to circulate. The people throughout the county were poor. Some few of them were just getting to their feet in the matter of land buying, but the masses were "share-croppers" or tenants.

In a little while a cry had come up from a community known as Magnolia: "We want a new school! Help us!"

"Help us" means funds to a certain extent, but most of all it means somebody with initiative, suggestion, encouragement — and the welding of factions. This last was especially troublesome. The rural colored man is the stanchest of partisans to his faith. A man of Baptist convictions is unwilling to build a schoolhouse anywhere save face to face with the Baptist Church; so it is with a brother of the Methodist faith or of any faith. The people at Magnolia had raised some money, but how much they needed before they could break ground to build, how to go about discovering all this, they were at a loss to determine.

MONEY IS RAISED

Clinton J. Calloway went down to see what could be done. About half enough money had been raised to begin the work. An appeal to the people for more brought the response that no more would be raised; the people as a mass had lost interest. Faction troubles, religious and social, were boiling at a high heat, Mr Calloway returned to Tuskegee, reported to Dr. Washington and awaited instructions. It chanced that a donor had given several hundred dollars to be used in helping the Macon County rural schools. A part of this sum was placed at the disposal of the school's representative, with instructions to return to Magnolia.

With this definite plan made out, the teacher returned. Said he to an audience at Magnolia.

"A friend who is interested in you, who wants to see you build a schoolhouse and educate your children, has sent you some money, under certain conditions. That is, he will give you $50 for every $50 you raise until a sufficient sum is collected. Will you accept?"

HAILED WITH ENTHUSIASM

A message from paradise could not have been hailed with greater enthusiasm. That some friend was interested in them, wanted to see them get ahead and had sent them some money personally seemed almost too good to be true.

They forgot their factional grievances. Their courage came back. Barbecues, peanut suppers, concerts of divers kinds were started to raise funds. A central spot was bought for the location of the school, a spot near the highway and as near the railroad as possible. It included not only ground for the school, but two acres for a school farm and garden. This was deeded to the trustees, for another limitation of the gift was that the land had to be bought, paid for and properly deeded, the donor giving the money toward the school building only. Two or three times a week these people were together devising new ways of raising funds. They got to know one another undenominationally, or as men and women.

In two months' time they laid down $100 to be covered by $100 from the donor, and work was begun. In six months from the time the representative went down from Tuskegee the school was finished and dedicated amidst shouts and tears of a people in mass, who had just finished their first lesson in the history of devising and constructing a schoolhouse.

Building the school at Magnolia is typical of what happened in rapid succession in fifty-odd communities. This being the first of the schools to rebuild it set the county aflame. That community which did not have or was not striving for a new school building, with rooms for classes, rooms for cooking and handicrafts and a good school garden or farm to eke out the school term from six to eight months was dubbed "backward."

It must be remembered, however, that cash among the farmers, especially among black farmers of the South, never runs at high tide. If the people own anything worth while it is usually in the form of land, vehicles and stock. Moreover, the funds for such work at the "Normal School," as the farmers call Tuskegee, had run out. Hence the people in the other communities were not so happy in their progress as was Magnolia. The way, therefore, was for many very dark. However, help was forthcoming. Some time ago Mr. Julius Rosenwald, head of the firm of Sears, Roebuck & Company, of Chicago, provided $2,100 to be used in aiding rural colored people to build better schoolhouses. This gift, by the way, was significant of friendship and of a desire to stimulate self-help, since Mr. Rosenwald already had before the nation an offer of $25,000 to any Negro community, which could raise $75,000 for the purpose of building a Young Men's Christian Association.

That self-help design has been accomplished, can be seen from the fact that not all the funds were used. Itemized accounts of expenditures were kept, so that at the end of two years the amount spent in direct helping and the like, was $1,976.67. This so encouraged Mr. Rosenwald that recently he has increased the amount and extended both the time and the territory the fund will cover. His plan now is that for the next five years dating from August 1, 1914, he will put at the disposal of the Tuskegee Rural School Extension Department, $30,000. Every community receiving this fund must first own its site, which must be deeded to the State. No school is to receive more than $350, which sum must be equalled or exceeded by the community receiving the fund. With this aid and with the impetus it will give to self-help in rural settlements, Mr. Rosenwald hopes to see at least 100 new rural schools brought to completion during the allotted five years.

In all these cases the extension department pursued a definite business plan. First of all the site for the school had to be bought, paid for and deeded to the State through a board of trustees.

As this board was made up in most cases of men and women unskilled in affairs of any kind, these people got their first lessons in civic education. They learned how to meet and devise plans; they discovered that in spite of one's denominational proclivities "a man's a man for a' that." It gave them a common interest and now and for aye, the little schoolhouse is to them a sort of social center, and a scene of affection, because it was here they fought out so many of those little every-day problems, which go to round out a complete life.

RACE FEELING STIFLED

Another very interesting phase of this general school building was that it soldered the white and colored people closer together and won many a local white man to faith in Negro education. Seeing the enthusiasm of the black folk, many of the white people gave freely of their money, others aided with lumber and hauling, others visited the entertainments, paying their way and lending encouragement by their presence.

Some, when the schools were dedicated, put their thoughts in writing. In a letter directed to Mr. Calloway, the mayor of Notasulga writes:

"It (the new rural school) is a credit to the town, and I feel sure that it will be the means of benefiting not only your race but ours as well. I am truly glad to see your people taking so much interest in preparing their young for the duties of citizenship."

CAUCASIANS ARE PLEASED

A committee of white people at Loachapoka, Alabama, wrote: "We take pleasure in saying in behalf of the white citizenship of Loachapoka that we commend the assistance you have given your race in erecting a nice school building at this place," while another committee of the rural community of Auburn, Alabama, says:

"We, the white people of this community, wish to say to the friend that is helping the colored people through Brooker T. Washington to build better schoolhouses and foster education, that we indorse and appreciate the aid given the colored people of this community. And this is the sentiment of all concerned."

The colored people themselves were not behind in expressing their gratitude. In addition to local demonstrations of joy many sent letters of thanks to Mr. Rosenwald as soon as they could find out his name and address. In their own way, and many of them are practically unlettered, they set forth their feeling of gratitude to him. The board of Trustees of the Notasulga school wrote:

Notasulga, Ala., July 16, 1914.

"Mr. Julius Rosenwald,
Homan Ave., Chicago, Ill.

"Dear Sir: — We the Local Trustee Board Composing The Colored Public School here at Notasulga, Wish to Express our Sincere gratitude to you for the Kind favor Shown us While strugling to Erect our School house. It is Indeed more blessed to give than to receive. We Shall assure you in the gift of the $300,00 Three hundred dollars given this People here to assist in the Great Strugle will be appreciated to the highest Exstent Marked by signes of Evedence that as only two Rooms has been Built Plans are under way's to ad 2 other.

"Now in this Message we voice the Centiment of The masses and we hope further that you will not think the Service rendered by you in connection with the building is not honored. We understand to appreciate favors, is to take great care of the goods others has been So Instrumentaly Concerned to help us obtain.

Yours,

"K. D. Moss, Secretary.
"Jno. Johnson, Chairman.
"B. Moore, Jackson hart, W. W. Jeams."

From Ramer, Ala., the trustees wrote: "It (the gift of $300.-00) has encouraged our people to the extent that we have been able to come from a 5-months to a 7-months session."

A letter from the ladies of Loachapoka declares that as a result of the new school through Mr. Rosenwald's gift, "the colored people in a great many places are waking up on the question of educating their children."

From Brownscille No. 2, the letter read, "About two years ago or better our district school was divided, and we were left in the part that has no schoolhouse. We at once began trying to raise money to build a schoolhouse, but our raising money was mighty slow, so we got almost to a point where we thought we would never be able to build the kind of schoolhouse we wanted."

So runs the tenor of many a letter of thanks from Madison, from Big Zion and Little Zion in Montgomery County and from a large number of schools in Lee and Macon Counties.

CHAPTER II

Arizona

C. O. Case, *State Superintendent of Public Instruction,* Phoenix. Letter, November 25, 1919. Bulletin, "The School Laws of Arizona, 1919."

1. State Legislation — Compulsion for Minors

AN ACT to provide for the establishment of part-time schools and classes and to regulate the employment of children between the ages of fourteen and sixteen years.

Section 1. All children over eight years of age shall attend school for as many weeks as the schools in the district in which they reside shall be in session until they have reached the age of sixteen, except children of such physical disability as to unfit them for school duties, which disability shall be certified to by a regular physician, and except that children who have reached the age of fourteen years may be excused from such school attendance to enter regular employment.

2. State Legislation — Compulsion for Minors of Employment Age

The Probation Board, as provided by law, or any school official designated by them, may issue a certificate permitting a child over fourteen years of age and less than sixteen years of age to enter regular employment.

Section 3. Whenever in any school district there shall have been issued fifteen such employment certificates there shall be established a part-time school or class giving instruction for not less than one hundred fifty hours per year and for not less than five hours per week between the hours of 8 A. M. and 6 P. M.

Section 4. Whenever the number of hours for which a child over fourteen years and less than sixteen years of age shall be employed shall be fixed by federal or state law, the hours of attendance upon a part-time school or class shall be counted as a part of the number of hours so fixed by federal or state laws.

Section 5. The State Board of Education shall adopt rules and regulations concerning the establishment of part-time schools and classes, and whenever such part-time schools and classes shall have been established in accordance with such rules and regulations the districts maintaining them shall be entitled to reim-

bursement from federal and state funds available for the promotion of vocational education, for the expenditures for the salaries of teachers of such part-time schools or classes to not less than seventy-five per cent. (75%) of the money so expended.

Section 6. Whenever any school district shall deem it inexpedient to establish part-time schools or classes it shall present to the State Superintendent of Public Instruction the reasons for such inexpediency, and the State Superintendent may excuse the district from the establishment of such part-time schools or classes if he deems such reasons sufficient.

Section 7. Any parent, guardian, or other person responsible for the custody of a child over fourteen years of age and less than sixteen years of age shall be held responsible for the attendance of such child, when regularly employed, upon a part-time school or class whenever there shall have been established such part-time school or class in the district where the said child resides or may be employed, and any such parent, guardian, or person responsible for the custody of such child shall be subject to the same penalties as have been established by law to compel the attendance of children over eight and under fourteen years of age upon any school instruction.

Section 8. Any person, firm or corporation employing a child between the ages of fourteen and sixteen years shall permit the attendance of such child upon a part-time school or class whenever any such part-time school or class shall have been established in the district where the child resides or may be employed, and any employer, firm or corporation employing any child over fourteen and less than sixteen years of age contrary to the provisions of this act shall be subject to a fine of not less than five dollars ($5) nor more than fifty dollars ($50) for each separate offense.

Section 9. The school officials charged with the responsibility of enforcing the compulsory attendance laws of this state shall also be responsible for the enforcement of the attendance upon part-time schools and classes in accordance with the terms of this act.

School Laws of Arizona. Chapter XIV. Pupils.

Par. 2802. No child under the age of sixteen years shall be employed by any person, persons, company or corporation during the school hours of any school day of the school term of the public school in the school district where such child resides, unless such child presents a written permit from the board of trustees

for reasons herein specified. Every such employer shall require proof that such child has been excused from such attendance, and shall keep a record of such proof, which shall be open to the inspection of an attendance officer, peace officer or school trustee, teacher, principal or superintendent of the district. Any employer employing a child contrary to the provisions of this section shall be deemed guilty of a misdemeanor, and liable to a fine of not less than twenty-five dollars, nor more than one hundred dollars, to be placed to the credit of the school fund of the district. Every parent, guardian, or other person in the State of Arizona, having control of any child between the ages of eight and sixteen years shall be required to send such child to a public school or private school taught by a competent instructor for the full time that the public school is in session in the school district, such attendance to be continuous for five days in the week during the hours prescribed by law; provided, that such person, guardian or other person having control of such child shall be excused from such duty by the board of trustees of the district whenever it shall be shown to its satisfaction that one of the following reasons exist:

1. That such child is taught at home by a competent teacher in the branches taught in the common schools of the state.

2. That he is attending a regularly organized private or parochial school taught by competent teachers, the regular school hours for five days in the week for the full time that the public school is in session in the district.

3. That such child is in such physical or mental condition (as declared by a competent physician approved by the board) as to render such attendance inexpedient or impracticable.

4. That such child has already completed the grammar school course prescribed by the State Board of Education.

5. Such child may be excused from attendance for reasons satisfactory to a board consisting of the president of the school board, superintendent, principal or teacher, and a probation officer appointed by the superior judge, after such board has met and heard the reasons for non-attendance.

3. State Legislation — The Flag

School Laws of Arizona. Chapter XXII. United States Flag

Par. 2843. It shall be the duty of the school authorities of every public school in the several school districts of the State

of Arizona to purchase a United States flag, flagstaff, and the necessary appliances therefor, and to display such flag upon or near the public school building during school hours, and at such other times as such school authorities may direct.

Par. 2844. It shall be the duty of the State Superintendent of Public Instruction to prepare for the use of the public schools of the state a program providing for a salute to the flag and such other patriotic exercises as shall be deemed by him to be expedient, under such regulations and instructions as may best meet the requirements of the different grades in such schools.

It shall also be his duty to make special provisions for the observance in such public schools of Lincoln's Birthday, Washington's Birthday, Memorial Day, and Flag Day, and such other legal holidays of like character as may be hereafter designated by law.

School Laws of Arizona. Appendix. General Rules and Regulations for the Government of the Public Schools of the State of Arizona, Adopted by the State Board of Education

PROPER CEREMONIALS FOR EXPRESSING RESPECT TO THE FLAG

1. The flag should not be hoisted before sunrise nor allowed to remain up after sunset.

2. At "Retreat," sunset, civilian spectators should stand at attention and uncover during the playing of "The Star Spangled Banner." Military spectators are required by regulation to stand at attention and give the military salute. During the playing of the National Hymn at "Retreat" the flag should be lowered but not then allowed to touch the ground.

3. When the national colors are passed on parade or in review, the spectator should, if walking, halt, and if sitting, arise and stand at attention and uncover.

4. When the National and State, or other flags fly together the National flag should be placed to the right.

5. When the flag is flown at half staff as a sign of mourning, it should be hoisted to the full staff at the conclusion of the funeral. In placing the flag at half staff, it should first be hoisted to the top of the staff and then lowered to position, and preliminary to lowering from half staff, it should be first raised to the top.

6. The National Salute is one gun for every State. The International Salute, under the law of nations, is twenty-one guns.

4. State Legislation — Patriotic Exercises

School Laws of Arizona. Chapter XXII. United States Flag

Par. 2845. The State Superintendent of Public Instruction is hereby authorized to provide for the necessary expenses incurred in developing and encouraging such patriotic exercises in the public schools by an apportionment, subject to the supervision of the State Board of Education, from the state school fund, of the amount of money to which each county may be entitled to carry into effect the provisions of this chapter, and furnish each county treasurer and county superintendent with an abstract of such apportionment. He shall also certify to the State Auditor, and upon such certificate the Auditor shall forthwith draw his warrant on the State Treasurer in favor of the county treasurer of each county for the amount due said county.

5. C. O. Case, State Superintendent of Public Instruction, Phoenix. Letter, November 25, 1919:

"Relative to Americanization work in our state, I would say that there are committees, both state and county, being formed to do what they can for this work, and while there is no state appropriation for it, the money is being contributed by individuals and from various other sources to carry on the work.

"A bill was introduced during the last session of the Legislature providing for an appropriation for Americanization work, but failed to pass. The one thing that defeated is was the compulsory part of it."

Mr. C. O. Case's letter, November 26, 1919:

"The Special Ssession of the Third Legislature appropriated $25,000 for Americanization work in this state, to be expended by the State Superintendent of Public Instruction. The Fourth Session of the Legislature, however, failed to continue this appropriation or provide any further appropriation for this important work. The State Federation of Women's Clubs are endeavoring through various committees, in both state and counties, and voluntary contributions by individuals, and other donations, to carry on the

work. This important subject of Americanization is at the present time engaging serious thought of the leading educators of the state and will no doubt be given a prominent place on the program of the school administrators' meeting to be held soon.

"Many of our local boards of trustees in the larger cities and towns are conducting night schools for adults."

6. John D. Loper, Superintendent of Public Schools, Phoenix, and Chairman of State Committee on Americanization. Letter, December 17, 1919:

"About all of the Americanization work that is actually being done in Phoenix and other towns of Arizona is such as we are able to do by the regular school force. Our Legislature some two years ago, at a special session, appropriated $25,000 for that year for Americanization work. As a result of this appropriation, night schools for foreigners were organized in many parts of the state and a good start was made. The next Legislature failed to make any appropriation for this work, as well as failed to pass an Americanization bill. The bill that was placed before them was so drastic in its measures that the whole thing was killed as a result. It provided that all foreigners under forty-five years of age must attend school for a certain period of time."

John D. Loper's letter, December 17, 1919:

"I think that the greatest work along this line must be done with the young people of the present generation and as a rule these boys and girls quit school in the fourth or fifth grade at about fifteen years of age. I would compel these boys and girls to keep on attending school for a certain number of hours per week until they have at least attained an eighth grade education.

"Our foreign problem in Arizona is very largely Mexican and in some respects they are harder to handle than any other class of foreigners; they are entirely without ambition to learn English or to speak it, and only by compelling the young Mexican boys and girls to acquire a definite amount of education will we ever be able to make good Americans out of them."

CHAPTER III
Arkansas

J. L. Bond, *State Superintendent of Public Instruction*, Little Rock. Letter, November 25, 1919. Bulletin, "Digest of Laws Relating to Free Schools in the State of Arkansas," issued by the Department of Public Instruction, 1914.

1. State Legislation — Compulsion for Minors and Compulsion for Minors of Employment Age

School Laws

Section 7485-a. Every parent, guardian or other person in the State of Arkansas, having charge or control of any child between the ages of eight and sixteen years, shall cause such child to attend regularly some day school, public, private, parochial or parish, not less than one-half of the entire time the public school said child attends is in session, during any one year, or shall provide such child at home with such regular daily instruction during the usual hours as shall be, in the judgment of court or school board having competent jurisdiction, substantially equivalent to at least the instructions given the children of like age and advancement at the day public school in the locality in which said child resides. Provided,

2. Compulsion for Minors Between 16 and 21

that every parent, guardian or other person in the State of Arkansas, having charge and control of any child between the ages of sixteen and twenty-one years, who is not actively, regularly and lawfully engaged in some useful employment or service, shall cause said child to attend school as hereinbefore provided for children from eight to sixteen years.

3. State Legislation — English Language

Brief Summary, Educational Measures Passed by 1919 *Legislature*

The English language made the basic language of teaching or instruction for the common school branches: This act requires that the basic language for teaching and instruction in the common school branches, for both public and private schools, shall be the English language only.

4. **J. L. Bond, State Superintendent of Public Instruction. Letter November 25, 1919:**

"With regard to the matter of Americanization work among foreigners, I will say that the Arkansas Illiteracy Commission is doing some work along this line. This Commission is being assisted where possible by workers from the Naturalization Bureau. One worker from the Naturalization Bureau has done rather extensive work among the foreigners in our mining districts."

CHAPTER IV
California

Job Wood, Jr., *Deputy Superintendent of Public Instruction*, Sacramento. Letter, October 30, 1919. Bulletin, "School Law of California," issued by the Superintendent of Public Instruction, 1919.

1. State Legislation — Compulsion for Minors and Compulsion for Minors of Employment Age

Compulsory Education Law

Section 1. Each parent, guardian or other person having control or charge of any child between the ages of eight and sixteen years, not exempted under the provisions of this act shall be required to send such child to a public full-time day school for the full time for which the public schools of the city, city and county or school district in which the child resides shall be in session; provided, that the following classes of children shall be exempted from the requirements of attendance upon a public day school:

1. Physical or mental unfitness exempts. Children whose physical or mental condition is such as to prevent or render inadvisable attendance at school or application to study; provided, that a certificate to this effect by a regularly licensed physician, shall be filed with the clerk of the board of trustees or board of education of the school district.

2. Children residing more than two miles from the school house by the nearest traveled road; provided, that such children shall be exempted only upon the written approval of the superintendent of schools of the county, notice whereof shall be filed with the clerk of the board of trustees or board of education of the school district.

3. Children who are being instructed in a private full-time day school by persons capable of teaching; provided, that such school shall be taught in the English language and shall offer instruction in the several branches of study required to be taught in the public schools of this state; and provided, further, that the attendance of such pupils shall be kept by private school authorities in a register, such record of attendance to indicate clearly every absence of the pupil from school for a half day or more, during each day that school is maintained during the year.

4. Children who are being instructed, in study and recitation, for at least three hours a day for one hundred and sixty days each calendar year by a private tutor or other person, in the several branches of study required to be taught in the public schools of this state, and in the English language; provided, that such tutor or other person shall be capable of teaching, and provided, further, that such instruction shall be offered between the hours of 8 o'clock A. M. and 4 o'clock P. M.

5. Children who hold a permit to work or an age and schooling certificate granted by the proper judicial or educational officers in accordance with law.

2. State Legislation — Patriotic Measures

School Law of California

Par. 1702. It shall be the duty of all teachers to endeavor to impress upon the minds of the pupils the principles of morality, truth, justice, and patriotism; to teach them to avoid idleness, profanity, and falsehood; and to instruct them in the principles of a free government, and to train them up to a true comprehension of the rights, duties and dignity of American citizenship.

3. State Legislation — Flags

School Law

Par. 1614. Boards of school trustees in all school districts throughout the state and boards of education in all cities and counties throughout the state shall provide for each school house under their control, a suitable flag of the United States, which shall be hoisted above each school house during all school sessions, weather permitting. It shall be the duty of boards of school trustees and boards of education to enforce this provision. It shall also be the duty of such boards of school trustees and boards of education to provide smaller and suitable United States flags to be displayed in each school room at all times during the school sessions. It shall be the duty of such boards of trustees and boards of education to enforce this provision.

School Law. Duties of Boards of Trustees and Boards of Education. Section VI.

(d) The flag must have proper care.

When a flag is purchased by the school board as required by section one thousand six hundred and fourteen of the Political

Code, such board shall provide a suitable flagstaff for the hoisting of the flag and a locker in which it can be kept when not floating (the flag should be raised before the opening of school and taken down at its close every day). Principals and teachers shall teach pupils to honor and to care for the flag to the end that it may be treated with respect and handled with reverence at all times in accordance with instructions given in "The Flag," a bulletin by the State Board of Education.

4. State Legislation — English Language

School Law

Par. 1664. All schools must be taught in the English language.

5. State Legislation — Teacher Requirements

Anti-Alien Law

Section 1. No person except a native-born or naturalized citizen of the United States, shall be employed in any department of the state, county, city and county or city government in this state; provided, however, that nothing herein contained shall prohibit the employment as a member of the faculty or teaching force in public schools of this state, nor in schools supported in whole or in part by the state, of any person who has declared his intention to become a citizen of the United States, nor of any native-born woman of the United States who has married a foreigner; and provided, further, that the prohibitions of this act shall not apply to any member of the faculty or teaching force of any college or university supported in whole or in part by the state, nor to any specialist or expert temporarily employed by any department of the state, or any county, city and county or city and engaged in special investigation.

6. State Legislation — Teachers

The Home Teacher Act. Chapter XXXVII, Statutes of California, 1915.

Section 1. A new section is hereby added to the Political Code, to be numbered section sixteen hundred seventeen-b, and to read as follows:

§ 1617-b. Boards of school trustees or city boards of education of any school district, may employ teachers, to be known as

"home teachers," not exceeding one such home teacher for every five hundred units of average daily attendance in the common schools of said district as shown by the report of the county superintendent of schools for the next preceding school year. It shall be the duty of the home teachers to work in the homes of the pupils, instructing children and adults in matters relating to school attendance and preparation therefor; also in sanitation, in the English language, in household duties, such as purchase, preparation and use of food and of clothing and in the fundamental principles of the American system of government and the rights and duties of citizenship. The qualifications of such teachers shall be a regular kindergarten primary, elementary or secondary certificate to teach in the schools of California and special fitness to perform the duties of a home teacher; provided, that the salaries of such teachers shall be paid from the city or district special school funds.

7. Illiteracy in California

Immigrant Education Leaflet No. 3

Published by Commission of Immigration and Housing of California

(California stands 17th in literacy column.)

Number of illiterates in California.....	74,902

The magnitude of this problem is shown by comparison with the following facts:

Number of pupils in all high schools in California..	76,429
Number of teachers in high schools.....	3,383
The greatest number of elementary pupils enrolled in any county in California (Los Angeles county)..	75,903

Iowa has the smallest number of illiterates in proportion to her population of any state in the Union (17 per 1,000), and New Mexico has the greatest (164 per 1,000) of her total white population.

California has 37 illiterates per 1,000 of her total population.

8. Immigrants in Los Angeles

IMMIGRANT EDUCATION LEAFLET No. 1

Published by COMMISSION OF IMMIGRATION AND HOUSING OF CALIFORNIA, 525 Market street, San Francisco

In this leaflet is submitted the result of an investigation made in Los Angeles. As Los Angeles pays more attention to the education of the immigrant than other California cities, the general conclusions of this survey apply generally to all the communities of the state.

The graphic chart shows that ignorance of our language and our laws makes in logical sequence for unemployment, poverty, sickness and crime.

It shows that great sums of money are spent in dealing with the results of ignorance and that small provision is made for removing that ignorance by teaching our language and our laws; that ignorance of our language is at the bottom of much abuse, exploitation, unemployment and hardship.

The best protection is self-protection. The sooner we put the immigrant in the way of caring for himself, the more we are likely to conserve our own energy, and the more effective will be our work. The prime requisite in self-protection is a knowledge of our common language.

To teach English adequately, a great machine must be set in motion — the great democratic machine of education. Evening schools must be opened, proper books must be provided, skillful teachers secured and education extended to such of our foreign-born population as do not speak and read our language. This is the first step in an Americanization program.

WHAT OUR NEGLECT OF THE IMMIGRANT COSTS

The Result of a Study in Los Angeles

Poverty, 16.4 per cent.	Sickness, 25.2 per cent.
$215,014.95.	$330,618.16.
Unemployment, 7.5 per cent.	Education, 2.9 per cent.
$98,484.60.	$38,983.14.

Crime, 47.8 per cent.
$627,457.42.

NOTE.— The striking feature of this chart is the fact that while $1,271,575.13 is spent in the remedial fields of crime, sick-

ness, poverty and unemployment, only $38,983.14 is spent in the constructive field of education.

Judge Willis of the Criminal Department of Los Angeles Superior Court says:

> "From more than twenty years' experience and observation, while connected with the criminal courts of this state, I am convinced that although a large percentage of crimes are committed by foreign-born citizens, yet, in my opinion, a great percentage of such offenses, especially those of a petty character, are committed through ignorance of our laws and customs and could be avoided by proper education and environment."

Judge White of the Los Angeles Police Court says:

> "There is no doubt that a very large percentage of those of our foreign population who appear as defendants in our police courts are arrested because of ignorance of the law. I do not refer to crimes which involve moral turpitude, such as petty larceny, but to acts or omissions, wrong only because declared so by statute or ordinance."

ESTIMATE OF FOREIGN-BORN IN LOS ANGELES IN 1915

English	11,000
Irish	5,000
Scotch	5,000
German	11,000
French	3,000
Swedes	4,500
Norwegians	2,000
Canadians	10,000
Danes, Swiss, Dutch	3,500
Total	55,000

LATER IMMIGRATION

(Mostly within the last 10 or 12 years.)

European

Slavic	
Bohemians	500
Slovaks	500
Poles	2,000
Russians	7,500
Ruthenians	100
Slovenians	100
Servians	2,000
Croatians	7,500
Montenegrins	300
Bulgarians	100
Total	20,600
Non-Slavic	
Italians	6,500
Greeks	1,500
Magyars	2,000
Roumanians	200
Finns	250
Letts or Lithuanians	200
Hebrews	10,000
Syrians	500
Armenians	2,500
Spanish	1,500
Arabs, Gypsies, Hindoos, etc	3,500
Total	28,650

Non-European

Chinese	2,000
Japanese	7,500
Mexicans	35,000
Total	44,500
Total foreign-born, 1915	148,750

This estimate was made by Mr. Ray F. Carter, who makes the following statement regarding it:

> "Absolute accuracy is not claimed for the figures showing the number of immigrants in Los Angeles. The statistics, however, are the results of a careful study of the field.
>
> "The figures are higher as a rule than those of the Federal Census for 1910. I have come to the conclusion that this is not so much an indication of rapid increase in the last five years as it is of a tendency among some foreign-born people to answer the enumerator's 'What nationality?' with, 'American.' This is a hopeful tendency, but it also leads to a misapprehension as to the magnitude of our immigrant problem.
>
> "I am somewhat reluctant to give the figures this wider publicity because they are approximate, but even so they may be accepted, I think, as a fair indication of the number of our foreign-born neighbors."

Statement Regarding Statistics

This estimate of the cost of the foreign population to Los Angeles has been made with as much care and accuracy as is possible, where the investigator had not had the opportunity of gathering exact statistics over a long period of time. In every institution and organization included in the survey, all the available data as to cost and nationalities were used. They were checked by those in authority. A significant number of cases was investigated in order to find out what percentage of all the work done was for immigrants. This percentage of the total annual cost was taken to find the annual cost of the immigrant. For crime, the Commission's agents investigated the two criminal departments of the Superior Court, the failure-to-provide cases in the Divorce Court, the Juvenile Court with the Probation Department and Juvenile Hall, the Criminal Department of the Justice Courts; the jails, county and city, and the City Police Courts and Police Department.

To find the cost of sickness, the following institutions were investigated: The County and City Health Departments, the County Hospital, the city hospitals, all private hospitals which give free medical service, all tuberculosis relief agencies and all clinics and dispensaries.

For poverty, the investigation included the County Charities, and all institutions, public and private (excluding the churches), giving charitable aid throughout the city.

Unemployment shows the cost of the relief work organized by the county for the unemployed in 1914–15; the Griffin Park Relief Camp and the Municipal Free Employment Bureau.

An enrollment of all the evening schools was taken, to obtain the number of adult immigrants attending. This gave the cost of education for all immigrants over school age.

In making the estimate of the number of foreign-born, Mr. Carter interviewed as large a number of trustworthy people in each nationality as possible. Consuls, editors, clergymen, bankers, physicians and business men were called upon, and visits were made to all the foreign colonies.

THE DISTRIBUTION OF THE IMMIGRANT

IMMIGRATION EDUCATION LEAFLET NO. 4, PAGE 1

We realize the wisdom in a policy of distribution; we know the evils attendant upon overcrowded city life — evils that reflect themselves even in our own standards and conditions. And we favor doing all that is humanly possible to bring about a wider distribution of immigrants within our state. Therein we see the possibility of relieving much of our slum problem, of lessening the harsh incidence of immigration borne mainly by our manual workers; therein we see the possibility of a better and more rapid assimilation, and at least a partial solution of our agricultural difficulties. Can anything be done to bring about a better distribution?

The average present-day immigrant remains in the city because practically all good land in the country has been taken up by earlier arrivals and is no longer available for those who have only a modest sum at their disposal. The present-day immigrant is also attracted to the city because he has there a more or less satisfied and successful friend. But there are other reasons — the very reasons, in fact, which account for the much deplored migration of our own people from country to town, and from town to city. In truth, relatively speaking, the country is unattractive. Social activities, which are the eastern and southern European's very life, are poorly developed. Recreational opportunities — remember, our immigrant is of a play-folk — are

scarce indeed. This stranger comes here to improve the educational opportunities of his children and he finds school equipment, curriculum and administration are at a low ebb.

These barriers on the one hand, and the well-known attractions and advantages of the city on the other, account for the exodus from country to city. They also explain why so many immigrants hug the city and shun the rural districts.

Co-operating with the proper agencies, we propose doing our share toward bringing the country school up to the highest possible efficiency, to show how it may be used as a social and recreational center, for both child and adult. To this end we have secured permission from Dr. Margaret Schallenberger McNaught, Commissioner of Elementary Education, to reprint the working plan of a state educational bulletin on union of school districts. This outline we present for careful consideration. California communities are convinced of the value of a union of districts for rural high schools — let us now consider the problem of the

AMERICANIZATION

9. Suggestions for Speakers

REVISED AND EXTENDED

A flag raised over the Jamestown worsted mills was made of wool from American sheep —

Sorted by an American,
Carded by an Italian,
Spun by a Swede,
Warped by a German,
Dressed by an Englishman,
Woven by a Belgian,
Drawn in by a Scotchman,
Supervised by a Frenchman,
Inspected by an American,
Scoured by an Albanian,
Dyed by a Turk,
Examined by an Irishman,
Pressed by a Pole.

The first and fundamental necessity for all successful speaking, thinking and work in the interest of the alien, is a sympathetic and intelligent attitude of mind for approach. We must know —

and care to know — from what he came, why he came and to what he came. We must desire to understand his mental attitude, and why he needs help in his new circumstances; and we must wish to comprehend also the reasons why we should, with some humility, seek to give that help.

SUGGESTIONS FOR SPEAKERS

Underlying Ideas

1. The immigrant is an actual, present and imperative problem. The first and second generations form a third of the nation, a half of California. It must be shown that owing to his great numbers, the immigrant enters vitally into all our industrial and defense movements.

2. He may be either an asset or a menace, and which he shall be lies not primarily with him, but with us. He is helpless to control the conditions into which he steps when he enters our country — only we can determine them.

3. Society is chiefly impressed with the idea of the menace, and needs to be informed of the desirable qualities the alien can bring to us — which are often those Americans most lack.

4. He may be less fortunate than we who have been longer under our flag, and we may not yet understand each other's ideas and customs, but the alien is no less human, no less valuable, no less important than we — he is "just folks."

5. Influences to discourage, inflame and exploit him are active from the hour of his landing. Unless we are equally keen and indefatigable to counteract them, we can expect only evil results.

6. He is essential to the enterprises of the country. Scarcely an industry could continue if alien labor were removed. His intelligence and patriotism are therefore the measure of our industrial efficiency.

7. There is grave danger to the country in large bodies of its people who do not understand America, its customs, its thinking, its ideals, its purposes, its hopes. Only in such degree as there is unity among its people can the nation achieve its mission.

8. Americanization of the alien is equally important to the alien himself and to the community. The needs are the same, the methods the same, whether our motive in reaching him be altruism or patriotism. This makes it possible to unite in such effort those of widely varying attitude.

Specific Purposes

1. As a channel for all else, to teach our language. The means of doing this, in any large and inclusive way, are still a matter of experiment, but its critical importance cannot be too insistently urged. The best thought and effort of all lovers of America for planning and promoting this end, should be challenged.

2. Meantime we should seek in all possible ways to reach the foreign-speaking in a language familiar to them, to teach the things they need to know at once — which we cannot afford to have wait for the slow acquirement of a strange tongue.

3. To give the alien the basic ideas of democracy. While many, if not most, come here to find it, their conception of democracy is vague, and often mischieviously erroneous.

4. To promote confidence and hope, as a ground for co-operation. Little can be done for the alien except as he understands and desires the end aimed at. He comes to the Land of Promise filled with ambition, with anticipation and joy. Too often he is first disillusioned, then discouraged, then embittered. Before he can be helped to become again a normal person and a safe citizen, he must be brought to believe in somebody, and have hope restored for himself and for his children.

5. To induce Americans to change their attitude toward the alien — to substitute understanding, sympathy and justice for unreasoning prejudice.

Especial Needs During Reconstruction

1. To realize that the urgency of the hour demands that every alien be reached, through any practicable agency or language, and taught what the war has meant, what was at stake in it for his own children, and the present duties of the people of America.

2. To bring out the true meaning of "liberty." To every alien heart this is a magic word, but it often needs intelligent interpretation.

3. To show that America entered the war to help establish liberty in all the world. If our foreigners understand and believe that, they will be invincible patriots.

4. To recognize that America's part in the glory of victory belongs to all those who shared in her labor and sacrifice, whether they were born here or elsewhere.

5. To increase the comprehension of the idea that all who have chosen to come to America are responsible for helping to make it a united nation.

6. To explain the importance of continuing to promote food production while the exhausted lands and peoples of Europe cannot do their share.

7. To seek to give alien women an understanding of the methods and need of food conservation.

8. To endeaver to preserve as a permanent national asset the habits of thrift and economy built up among all classes by the war.

9. To attempt to create a social atmosphere which will prevent the use of contemptuous nicknames for those whose brothers have fought beside our own the battles of freedom.

10. To inspire patience to let some questions, even important ones, wait, while those growing immediately out of the war are being settled.

DETAILED SUGGESTIONS

1. Know as much as possible of the racial makeup of your audience.

2. Be prepared to give instances of well-known immigrants who have made good.

3. Seek to change the emphasis from the idea of the child as the unit — which has had mischievous results — to that of the family as the unit.

4. In addressing teachers of schools with many foreign children suggest:

(a) Drill on America. Why do so many people come here? In what vital ways is Germany different from America? Why did so many nations fight Germany? etc.

(b) Drill on responsibility. A country is as good or as bad as the people in it. Every one makes it a little better or a little worse. Do you want to help make a good America?

(c) Drill on Thrift Stamps. Do we give or lend the money to the government? What does the government buy with the money? Why do we want to help do these things? etc.

(d) On special occasions, when there is an audience of parents, introduce two or three carefully prepared four-minute speeches

by the children in their own languages, telling some of the things about America the parents need to know.

5. Select from the suggested points according to your audience. A short talk might be given from almost any one of them.

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10. Suggested Outlines for Speakers on Americanization

No. 1

TALK TO GENERAL AUDIENCE FROM POINTS 2 AND 3

Underlying Ideas

1. Introductory.
   Importance of alien population.
   Proportion in state and in nation.
2. How regarded — with satisfaction or alarm?
3. In what ways an asset? What qualities do they bring?
   (a) Strength.
   (b) Industry.
   (c) Stable family life.
   (d) Simple ideas.
   (e) Art and music.
   (f) Religious instinct.
   (g) Love of liberty.
4. In what ways a menace?
   (a) Ignorance of our language and standards.
   (b) Wrong conception of liberty and democracy.
   (c) Poverty.
   (d) Crowded housing — causes.
      (1) Seeking own countrymen.
      (2) Need to be near work.
      (3) High cost of housing in centers.
   (e) Crowded housing — results.
      (1) Disease; a menace to the community.
      (2) Immorality.
      (3) Crime.
      (4) Discontent; with restlessness.
5. Is it conceivable that newly-arriving foreigners could prevent these conditions?
6. Could not American society, if informed and interested, change them?
7. Who then is responsible?

8. Shall we not — remembering that, for good or ill, these aliens are to make the America of tomorrow — seek to better the circumstances which have drawn them into dangerous ways, and to be hospitable, both toward them and toward the choice things which they can add to our national temperament and character?

No. 2

TALK TO GENERAL AUDIENCE

1. Introductory
   Whether immigration laws shall admit or exclude, we must meet the problems connected with the aliens already here.
2. What makes the presence of aliens of concern to us?
   (a) Great numbers. How many of first and second generations?
   (b) Characteristics — good and bad. What are they?
   (c) Our dependence on their labor.
3. How is "Americanization" important to ourselves?
   (a) Better understanding of labor situations
   (b) Simplified municipal management, with people of common ideas and aims.
   (c) Ignorance of American standards of living makes "foreign quarters" a physical and social menace. In what ways?
   (d) A unified nation is essential if America is to carry out its mission.
   (e) The aliens of today are the America of tomorrow — shall it be what we love to call "America?"
4. How is "Americanization" important to immigrants?
   (a) Gives a standing ground for self-support and independence.
   (b) Protects from exploiters.
   (c) Tends to contented citizenship.
   (d) Spares the inexpressible harm from loss of the hopes and ideals which bring them here.
5. Ways of instilling the American spirit.
   (a) Multiplying opportunities to learn the English language.
   (b) Just treatment.

(c) Respect for alien history, tradition and abilities.
(d) Consideration for newcomers' difficulties and disadvantages.
(e) Making American standards both attractive and possible.
(f) Helping the mothers to make American homes, and retain the respect of their children, taught in American schools.

6. Need of both native-born and foreign-born for constant emphasis of the meaning of "democracy." It is —
(a) Liberty under law.
(b) Responsibility of all, rich and poor, employers and employed, for the good of the community.
(c) Not the rule by any one class — neither by the wealthy and powerful, nor by the opposite class (as now in Russia), but by all the people, and *for all* the people.

No. 3

Talk to Foreigners (with Interpreter if Necessary)

1. How America has been made.
(a) By people from all lands.
(b) Nearly all Americans have at least one grandparent born elsewhere.
2. The American nation, though made of many people, is different from any of them. Illustrations.
3. What its people do, whether good or bad, America does.
4. America has just done the finest thing in its history — joined the Great War, not to gain anything, but to help save the world.
(a) *All* its people did it — native and alien, rich and poor.
(b) Democracy of the draft.
5. What American men — wherever they were born — did to help this great thing.
(a) Left their homes and jobs.
(b) Lived in camps, drilled, and worked hard.
(c) Suffered, fought and died.
6. What American women — wherever they were born — did to help.
(a) Stayed at home alone while their sons and husbands went away into the army.

(b) Worked to support their children.
(c) Worked and saved to buy Thrift Stamps and Liberty Bonds.
(d) Helped the Red Cross take care of the army.
(e) Waited long, lonely months, only to know, often, that their men would never come home.

7. Every man and woman and child who helped has a part in the glory of going into the war, and in the joy of victory. Are you not glad and proud now that you belong to America?

No. 4

ADDRESS TO LEADERS OF PUBLIC OPINION

The English Language for Aliens

A. The importance of English to the foreigner, to enable him to
1. Obtain employment.
2. Understand orders and avoid accidents.
3. Know the laws he must obey.
4. Comprehend court processes.
5. Be independent of interpreters.
6. Escape exploitation and fraud.
7. Be able to live outside of foreign colonies.
8. Come in touch with English-speaking people.
9. Avoid separation from his children, who quickly learn English in the schools.
10. Learn the history, standards and ideals of his new country.
11. Acquire the *feeling* of being an American.

B. The advantage to the country of the foreigners speaking English:
1. Decreases the tendency to concentrate in foreign colonies.
2. Increases values of foreign labor.
3. Relieves the courts of offenders against ordinances they did not understand.
4. Lessens the power of the alien propagandist and trouble maker.
5. Opens the way for Americanizing influences of every kind.

C. Obstacles in the way of acquiring English:
1. Lack of trained teachers for adult schools, and of means of training.

2. Failure of the foreigner to comprehend the advantages of English.
3. Lack of time and opportunity for study.
4. Difficulty of inducing men, fatigued by a day's labor, to make the effort of study.

Question for Discussion

Would it be practicable and profitable for employers to give time for English classes? Or to offer better wages to those who attend classes?

D. Since English is fundamentally important, why approach the foreigner in his own language at all?
   1. Chiefly because we need to tell him many things vitally important to him and to us, and we cannot afford to wait while he acquires a new tongue, with the slowness of an untrained adult mind. (How long would we, even with trained minds, be in China or Russia before we could understand any but elementary matters?)
   2. Because we have tried waiting in the past, with most disastrous results.
   3. Because in his unsettled and often homesick condition, he is predisposed to listen to sympathetic words in his own tongue.

E. What means can we devise to bring about the highly important result that eventually all Americans shall speak the language of America?
   1. Adequate support of the public schools, which must continue to furnish the chief answer to this question.
   2. Multiplication of efficient and accessible adult schools.
   3. Sending "Home Teachers" to the mothers.
   4. Practical inducements to English-speaking immigrants.
   5. Appeals to foreigners, in their own language, to learn English, explaining the advantages.

Question for Discussion

Shall foreigners be required by law to send their children to English schools?

In that case, should foreign-speaking schools be permitted in addition?

F. Is the policy — "Only one language in America" — practicable and wise?

1. A similar policy in European countries has always defeated its own purpose, causing deep resentment, and added devotion to the old language.
2. For a time after arrival, the foreigner is dependent upon his own press and speakers for knowledge of events and conditions.
3. While the alien is uprooted and bewildered, a great element of safety lies in the familiar words and ceremonies of his own churches.

Question for Discussion

Shall the slogan be "English for every American," or "Only English for Americans?"

FOUR-MINUTE SPEAKERS

The experience of war time taught us the value of the brief speech. Not only are there many opportunities for it when an ordinary address would be out of the question, but often a single point, driven home in a few sentences, will carry conviction when the longer and more complete address would fail to hold attention. This experience can be turned to excellent account in a campaign of Americanization.

While four-minute speakers must be born rather than made, there are few who will not be improved by training. The method of training given in one city during the war is outlined here, in the belief that the ideas may be adapted for this newer use.

A general chairman was appointed, who selected a corps of speakers from the best available material. Forceful men and women of good address and those favorably known were sought, these qualities being more valuable than experience, as new people are more susceptible to training.

Training meetings were held as often as practicable. The tentative speakers were furnished with ample information on their subject, to give them and their address an intelligent background. For each meeting four speakers on the same topic were selected — those who would naturally approach the subject from different angles, including one who would show marked mannerisms, and one who gave promise of being particularly good. Two critics for each speaker were appointed before the speeches were given, who noted good and bad points as to language, manner, voice, time, etc., and especially the degree of success in getting

home the point aimed at. Criticism followed, by the chair and from the floor.

When practicable a ten- or fifteen-minute address was given by a practiced speaker, well posted on the general subject. Also, when possible an expert gave instruction in the use of the voice. The public efforts were checked up quietly by inspectors, reporting privately to the chairman, who made the final eliminations and assignments.

A few points follow, analyzed to suggest how each may be brought out in a four-minute speech.

Four-Minute Talks on Americanization

(Each to bring out a single point; subject not to be announced)

No. 1

How America Has Been Made

A peculiarly composite nation. Except for the Indians, made up *entirely* of foreign elements.

For the first hundred years they could be assimilated without conscious help.

Not merely a mechanical mixing of peoples, but a chemical result, different from any of its ingredients.

This new thing we call "America," and we are proud of its contribution to the world's progress.

For the twenty-five years before the Great War, the numbers were too great for assimilation, and we began to understand we had a foreign problem.

This problem is laid upon the people of each community. We must remember that as these strangers are today, we were but yesterday.

Also, that America is not made, but in the making, and that it rests with us to see that it shall never change, except to grow higher and finer with the years.

No. 2

Importance of Our Foreign Population

Important because of numbers; a third or a fourth of the population cannot be ignored.

Important because of undemocratic ideas, vicious principles and lower standards they may bring with them.

Important because of the fine qualities with which they may enrich us if encouraged to give of their best.

Most important for ourselves, if we love America, to realize that we are responsible for conditions which decide whether the alien shall contribute evil or good.

No. 3

Good and Bad Americans

What "America" means. More than a place. A spirit, not a continent.

The things for which it stands.

It can stand for those things only as far and as long as its people stand for them.

A good American is one who believes in these ideas, loves them and lives them.

A bad American is one who denies them, or undermines them, or tries to destroy them.

To change a bad American into a good American is an act of high patriotism.

No. 4

Responsibility for the Making of Americans

Conditions in foreign colonies, into which most immigrants come.

What they are. How they contribute to the making of bad Americans.

Impossibility of immigrants avoiding or changing these conditions.

The community that permits these conditions is responsible for the un-American results.

No course can be more patriotic than to make possible for immigrants suitable housing and sanitary surroundings, and to insure for them justice, courtesy and friendliness, for only in such soil does true Americanism grow.

No. 5

English for Foreigners

Naturalness of foreigners clinging to their own language.

Why English is important for them.

Why it is important for us that they learn English.

How they may be helped to learn it — women in the homes as well as men in their work, and children in the schools.

Vital importance of their learning some American principles in their own tongue, because during the slow process of learning a new one, evil influences will be at work, and irrevocable harm be done.

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11. A Plan for Organization in California

Immigration Education Leaflet No. 2

Pages 3 and 4

The Detroit method of conducting an America First campaign is practical and can be followed in either large or small communities. Organizations wishing to initiate the plan will have to do important preliminary work in surveying local conditions.

Before a general meeting is called, a small committee should prepare a report upon

1. The number, nationality and location of the immigrant population.
2. The educational opportunities for those over school age in the public schools, the parochial schools, the Y. M. C. A. and Y. W. C. A., the settlements, the missions.
3. The future plans of the Board of Education.
4. The law governing evening schools.
5. The Civic Center Law.

With the facts developed by such a survey and a thorough understanding with the local school authorities, the committee should have a tentative plan to present for the consideration of a general meeting.

This plan should include suggestions for securing necessary funds, publicity, and co-operation with every civic and social agency to undertake the Detroit compaign of stimulating attendance.

For any further suggestions, organizations are requested to communicate with the Commission of Immigration and Housing of California.

12. Citizenship Training Through Public Schools

Civic Center Law

Section 1. There is hereby established a civic center at each and every public schoolhouse within the State of California,

where the citizens of the respective public school districts within the said State of California may engage in supervised recreational activities, and where they may meet and discuss, from time to time, as they may desire, any and all subjects and questions which, in their judgment, may appertain to the educational, political, economic, artistic and moral interests of the citizens of the respective communities in which they may reside; provided, that such use of said public schoolhouse and grounds for said meetings shall in no wise interfere with such use and occupancy of said public schoolhouse and grounds as is now, or hereafter may be required for the purposes of said public schools of the State of California.

Section 2. Lighting, heating, janitor service and the services of a special supervising officer when needed, in connection with such use of public school buildings and grounds as set forth in section one of this act, shall be provided for out of the county or special school funds of the respective school districts in the same manner and by the same authority as such similar services are now provided for. Such use of the said schoolhouses, property and grounds shall be granted free; provided, that in case of entertainments where an admission fee is charged, a charge may be made for the use of said schoolhouses, property and grounds.

Section 3. The management, direction and control of said civic center shall be vested in the board of trustees or board of education of the school district. Said board of trustees or board of education shall make all needful rules and regulations for conducting said civic center meetings and for such recreational activities as are provided for in section one of this act; and said board of trustees or board of education may appoint a special supervising officer who shall have charge of the grounds, preserve order, protect the school property and do all things necessary in the capacity of a peace officer to carry out the provisions and the intents and purposes of this act.

(Note.— The Commission is indebted to Mr. Mark Keppel, Superintendent of Schools for Los Angeles county, for assistance in preparing the above digest of evening school laws and the accompanying suggestion.)

The establishment of civic centers in immigrant neighborhoods will do much to bring immigrants in contact with native Americans and will aid in their education and assimilation.

13. Citizenship Training Through Industries

Letter from HENRI BERNIER, California Packing Corporation, 101 California street, San Francisco, November 28, 1919:

> "Our principal Americanization work has been done through out factory kindergartens. Here the children of employees are cared for by trained American women nurses who teach the children the rudiments of language, citizenship and sanitation. Incidentally, as this is work which seems to call for much tact, we do not emphasize the fact that this is being done, preferring to rest our case on the obvious fact that mothers are relieved of the care of their children during the working hours."

The California Packing Corporation published monthly a house organ called "The Lug Box," which circulates among its employees. It contains chiefly news items of the various plants of the corporation, with a smattering of thrift propaganda.

Leter from IRWIN ENGLER, *Acting Secretary, Consolidated Chamber of Commerce of the City and County of Sacramento, December* 29, 1919:

> "The Sacramento Chamber of Commerce is just now considering the development of an Americanization Committee."

14. Citizenship Training Through Women's Clubs

In September, 1918, at Chicago, the following Americanization resolution was unanimously adopted by the General Federation Board:

Whereas, The greatest need in America today is the conservation, development, and absorption of American ideals of national, civic, and social life, particularly among the foreign-born, with the end in view of securing a United America, and

Whereas, Certain departments of the G. F. W. C. have included the subject of Americanization in their program of work, and

Whereas, It is the desire of the eleven department chairmen to combine on one special line of work for which the need has been emphasized by the war.

Therefore, be it resolved, That the chairmen of the eleven departments of work of the G. F. W. C. co-ordinate and unify their work for Americanization during this biennial period, and urge their state chairmen to carry on this work in the various states according to the needs of each local community.

15. Citizenship Training Through Visiting Teachers

TO HOME TEACHERS

After watching the working out of the Home Teacher Law for four years, those who have its interests most closely at heart have found that there is one grave error into which the Home Teacher is very likely to fall.

The law definitely makes the Home Teacher a part of the school system and, moreover, specifies that she be connected with certain schools. Under that law she is as thoroughly responsible to her principal as are the teachers whose work lies in the schoolroom.

It is very easy, however, to take another attitude. Although the school is coming into its own as the social center of its district, social and educational fields are still generally held to be distinct. And because the Home Teacher is definitely a socializing element, she often slips away from the school, and either affiliates herself with other social agencies or tries to do her task alone.

Both of these methods have invariably proven fatal to the success of the work. Only when a Home Teacher is the definite link between the school and the home can she hope to succeed, and it is as an envoy of the school that she can best enter the home with no risk of being the intruder. Working apart from the school leads to working at cross purposes with it and leads, besides, to conflict and overlapping with other agencies.

To be sure, those agencies must know her. Every organization which is bent on helping those who are in need of help must feel her co-operation. But that co-operation must come in the name of the institution which she represents.

The future of the nation is largely in the hands of the teachers. To the Home Teacher belongs, in ever increasing measure, the future of many of the homes. And as the welfare of the children cannot be considered apart from the welfare of the homes, so the Home Teacher cannot break away from the school and hope to fill the place for which she has been chosen.

So we come to the definition of that phase. "The teaching of English to the adult foreign-born," in the words of Mrs. Edith Perry Bremer, "is 20 per cent. a problem of the educational, and 80 per cent. the problem of the social worker." So, likewise, is the teaching of right living to both foreign-born and native-born mainly a social problem. And thus the Home

Teacher becomes *the social worker of the school* and as long as she holds that definition clearly in mind, there are no limits to the field of her endeavor.

Conditions Creating the Need

In the earlier part of the heavy immigration to this country, we made the mistake of assuming that when the children were cared for in the public schools, our whole duty was done; that the older generation was quite hopeless.

Another result of our lack of comprehension was as natural as it was unlooked for — the children, acquiring English and the customs of the country, fancied themselves superior to their parents, and began to ridicule them, and to break from their authority. This attacked the solidarity of the family, which among immigrants is particularly strong. Few will question the gravity of this condition, attested by the rapidly rising rate of delinquency, or the soundness of the following observation by one exceptionally familiar with the situation: "The basis of every worth-while civilization the world has known, and the hope of America, is to be found in the family. The genuine culture of any people may be measured by its estimate of the family. If that be low, then there is no lasting culture; if that be high, then there is the groundwork for permanence. Whatever tends to disrupt the family makes for anarchy, whatever tends to preserve it makes for permanence. That which tends to break down respect for parents, tends to root out all reverence."

Seeing these children of the second generation throwing aside respect not only for parents, but for law and for the rights of others, public sentiment became aroused, and gradually came to realize that they must be reached through the mothers, who had scarcely been touched by the night schools, which were beginning to reach the men. The foreign women were shy, unaccustomed to initiative or mental effort and must, in any case, remain with their children at night. For a long time this seemed the end of a blind alley, but those with political and social sense pressed on to find an outlet, urged by the consciousness that *a community cannot rise greatly above its mothers*, and also that a state is unsafe when in a large part of its homes there is no knowledge of its language or the ideas for which it stands. In states like California, where women have the suffrage, there was another danger. The present law gives the wife the nationality of her

husband, and when the man was naturalized, the woman, however ignorant, could vote.

Light began to come with the thought that if the women could not come to find knowledge, then knowledge should go to find them. Almost at once there followed the recognition of the fact that we had the means ready at hand — the public school, that university of every neighborhood, could be a ready way of approach — the school, which was the one American thing which these bewildered strangers knew and trusted.

Conscientious teachers began to add to their day's labor hours of visiting in the homes of their pupils, seeking to establish points of contact. This could not continue, in justice to their regular work, but the idea had been found. There must be a woman, definitely a part of the school system, with its prestige and backing, whose duty should be, not to teach children in a schoolroom what they need to know, but to teach mothers in homes, and in schools, what *they* need to know. This conviction created the California law, authorizing the employment of a "Home Teacher" for any school having 500 units of daily attendance. The provisions of the law at present limit its application to congested neighborhoods, so that the foreign home is chiefly the field of the Home Teacher, and she becomes a direct Americanizing influence.

The Home Teacher, as we conceive her purpose, seeks not primarily the special child, though that will often open the door to her, and afford her a quick opportunity for friendly help, but the *home* as such, and especially the mother who makes it. This discrimination as to aim and purpose cannot be too much emphasized, or too consistently maintained, for the care of abnormal children, important as it is, can by no means take the place of the endeavor to Americanize the *families* of the community.

Into the midst of these beginnings and experiments dropped the tremendous testing of the nation by war, the one test which we had assumed could never come. Suddenly, over night, as it seemed, the nation had joined the social workers, and become conscious of the aliens. "Would their loyalty be with us, or overseas?" Germany thought she knew. We were one-third alien, and she was confident we could not overcome such a handicap — that our strength would be a rope of sand. We know what happened, how aliens and American-born alike fought under our flag. But not because we had been careful to teach them the

principles we believed were worth fighting for. We had been indifferent, we had left them to struggle against almost impossible conditions, and their loyalty was more than we deserved. But the ideals of liberty which they had brought with them still burned in their hearts, and they are naturally docile and law-abiding, so when they were called they went, as the service flags in the humble windows touchingly testify.

To the uncomprehending women suddenly left alone with their little ones, we owe in honor an added and peculiar duty — to prepare them against the day when their soldier men shall come back to them, marvelously developed by their experiences, with a knowledge of better living, of clean air and good food, of regular habits and recreation, as well as some glimpses, at least, of wide world thinking and ideas. This army of ours, the most wonderful the world has ever seen, has done genuine social work for its soldiers. In fairness to them, we also must do social work for "the girls they left behind them," that these men who fought beside our own sons may find homes worth fighting for and worth returning to.

The country is awake at last — from all sides comes now the demand that those who live in America shall understand America, that this is "a critical issue between the United States and destiny." We cannot do in a day what we should have been doing for many years, but we see now our task, and have perceived the means to accomplish it. The *family* must be considered the unit, and to each part of it must be given the opportunity adapted to it, until each is fitted to make a place in society as an independent individual.

METHODS OF HOME TEACHERS

The teacher will first seek entrance into the homes, where the work can better be done in the native tongue, as the early knowledge of English will be far too elementary to be of use for the intimate and personal approach needed there. Some of the best work, especially in establishing a friendly connection, is in the individual homes, and the visits of the teacher furnish an incentive for improvement in their care. Yet much can be taught in a group of women which could not be taught them separately, and one of their great needs is to break out of their isolation and come in contact with others. The group work, therefore, as fast

as it can be built up, is of great value. When practicable there should be at first a separate group for each nationality, and the instruction should, as far as possible, be altogether in English. A prime need of the women is to learn to *speak* English — the reading and writing can well wait until later. It can be taught directly, and even better indirectly, through the objects and processes used in work, which should always be connected with their daily life.

The women in these groups can be given the opportunity for self-expression, and especially social self-expression, the lack of which is so deadening and so dangerous.

Here, too, can be instilled the elements of American customs and laws, which they often transgress only because they do not know them, and have had no opportunity to know them.

The Home Teacher needs to keep in mind the modern educational recognition of the essential place of *recreation* in every life, and nowhere can it be more important than in the lives of these women, which are monotonous and uneventful to a degree more complete than those more favored can imagine. Ways should be sought to vary the work with simple pleasures and diversions. These are of especial value when linked, like the other work, with the school. It is wholesome for the children to see that their mothers are included in such plans and privileges.

It is an indication of achievement of the highest sort when these people, whose vision has been confined to their own four walls, can be brought out of the attitude of receiving, into the joy of giving. Perhaps no happier women could have been found during the war than certain groups of Italian women in California, very poor and very hard working, who were sewing for the Red Cross. The best methods will seek, even as a distant goal, the highest kind of results.

The psychological law that it is possible to proceed to the unknown only through the known must be regarded. "Even if the old were all bad and the new all good," we must still engraft the new upon the original stock, rather than uproot the mental product of generations.

METHODS OF HOME TEACHERS

A. IN HOMES

1. Never enter a home without invitation. At first you should have a definite errand from the school.

2. Establish your connection with the school, and from this build up a friendly relation.

3. Looking after attendance, while not your first business, is important in itself, and valuable in giving you access to the mother.

4. Be willing to advance slowly.

5. Be prepared to meet sudden trouble until response can be had from social agencies.

6. Be chary of gifts. The women should know two things — one that you will not let them suffer in a temporary emergency; and the other that it is quite useless to attempt to take advantage of you.

7. Be ready with sympathy and help in any kind of sorrow or trouble.

8. As soon as your place is secure, begin to suggest and bring about improvements in the care of the house and children. When you are allowed to help bathe the baby, you can teach many things by that means. The work requires constant ingenuity and tact, and patient follow-up work. Use a minimum of criticism and a maximum of praise.

B. In Groups

1. Advantages of group teaching:
   a. Conservation of time.
   b. Multiplication of effort.
   c. Encouragement of numbers.
   d. Freedom from embarrassment.
   e. Enthusiasm of concert work.
   f. Difficult suggestions can be made without offense.
   g. Advantage of seeing different and better things away from home.

2. To secure a group, begin by inviting a few, and make the occasion particularly attractive. Increase the number by repeated visits, and by inducing those who come to invite others.

3. Make the speaking of English a constant aim. Use it yourself, and teach it in connection with all work.

4. Begin with whatever occupation interests most. Almost any woman is pleased to sew for the baby.

5. Avail yourself of the services of any special teachers in the school — for sewing, cooking, handcraft, music, etc. Also, as

your groups multiply, of volunteer helpers from the various social organizations, churches, etc.

6. Use every available means to make the meeting place attractive, in simple ways which can be copied at home.

7. Encourage imitation of pleasant and wholesome things. In some cases marked improvement has appeared in the home with no criticism whatever. One woman gazed around the room in wonder, saying over and over again, "This is so clean!"

8. Observe public holidays, with trifling souvenirs, as cards or flags or flowers, increasing the sense of doing as other Americans do.

9. Make use of all practicable recreation — music, parties, entertainments, parks, etc., remembering how limited and dull are the lives in these homes, and that the need for diversion is as natural as hunger to every normal human creature. Since we have found how largely the health and morale of the army men was sustained by wholesome and suitable recreation, we shall not be likely to ignore its essential character for all kinds of people. Especially seek to make for the women a place in the school entertainments. Though at first diffident and uncomprehending, they will come to enter into the spirit, and not only find much happiness, but receive many a lesson in Americanism. From the schools, with their flag salutes and flag drills, charts and songs, they will constantly and unconsciously imbibe real patriotism.

SUGGESTIONS TO HOME TEACHERS

1. Constantly emphasize the school, the stable link connecting your neighborhood with the larger community. At every place ask yourself, "Whom in this house can I connect with the school in any way, even through the nursery or a fiesta?"

2. Use care in approach — take advantage of errands, especially for the school.

3. Make friendliness first — all else can wait, and nothing can be done without it.

4. Never take visitors with you, to observe either your people or your methods.

5. Remember you are not primarily a nurse or a relief agent — their work is to restore, yours to construct.

6. Become familiar with the social agencies, that you may know where to refer their especial work promptly.

7. Use your visits and influence to induce the fathers to attend night school.

8. Avoid:

a. Showing red tape — making records, etc.
b. Taking sides in neighborhood quarrels.
c. Assuming too much responsibility.
d. Talking religion or politics.

9. Watch for opportunities to introduce American customs — "in America we do it so."

10. Seek always something to praise.

11. Recognize the excellencies in the old life from which your people come.

12. While you will supplement the work of other social agents — as the nurse and attendance officer — let everything be tributary to your main purpose, never to be lost sight of, to broaden, elevate and *Americanize* the viewpoint and life of the homes which you enter.

QUALIFICATIONS FOR HOME TEACHERS

The work of a Home Teacher is highly specialized. It is a new profession and requires special qualifications. The Home Teacher must comprehend the object of the work, and the reasons which called it into being. She must understand that so delicate a matter as assuming to enter homes and modify them will require constant and unfailing tact, and respect for the rights and dignity of any woman in her own home. She will need to recognize that in the nature of the case her task is difficult, that it is *because* it is difficult that she is needed, and that, therefore, a part of her equipment must be patience, optimism, and the ability to turn to good account all the varying circumstances she will meet.

It is useless for her to enter upon the work at all unless she really cares for the people, can enter into their joys and sorrows, and rejoice to bring them friendship and inspiration.

QUALIFICATIONS — A SUMMARY

1. Teacher's certificate.
2. Experience in teaching and in social work.
3. Good health.
4. Ability to speak the language of the largest group in the district.

5. Complete loyalty to the principal of the school.
6. Tact and patience for a delicate task.
7. Ingenuity in adapting all circumstances to the main purpose.
8. An incapacity for discouragement.
9. Comprehension of the reasons and objects of the work.
10. Finally, above all and through all, a sympathetic attitude toward the people, which involves some knowledge of the countries and conditions from which they came, and what "America" has meant to them.

AIMS OF THE HOME TEACHER

The Home Teacher, like other workers, cannot have her aims and purposes too clearly outlined, or too constantly in mind. The underlying aims are of the broadest.

The emphasis of effort must be shifted from the child to the parent, and *the home* made the working unit.

There must be a distinct effort to keep the mother honored by the children. A help to this end is the explanation and interpretation, to both, of the Compulsory School Law, which often sadly perplexes the parents, and encourages the children to feel that the parents' authority is not supreme. Both should be led to confidence in the school as the source of friendliness and help. Later, when they have absorbed some ideas of democracy, they can be brought to understand that the school is theirs because it belongs to all and is supported by all.

While specific matters of health, etc., will need to receive attention, the important thing is gradually to raise the *standards* of the home. It must always be borne in mind that the women are following, just as we are, the manner of life they have always seen and known. They have neither knowledge nor example to suggest anything different, and the different way may not at first seem better.

AIMS—A SUMMARY

1. To make *the home* the unit of the community, with special emphasis on the mother.
2. To link up home and school. "I am the school, coming to this home."
3. To reach:
    a. Families with children in school.
    b. Families with young children.
    c. Other community work if practicable.

4. To improve the ideas of sanitation and personal hygiene, suggesting, for instance, that sausage and coffee are not the best diet for a young baby.

5. Especially to raise the *standards* of the home. The children accept as part of the course of nature that the school should be clean and the home dirty.

6. To keep the mother honored by her children.

7. To enlarge gradually blind acceptance of the school to civic understanding of it. "We, the people of the city, do this."

SUGGESTIONS TO BOARDS OF EDUCATION

1. The public requires education in the importance of this work, and in a sympathetic understanding of the difficulties of the alien. Children spend a few hours in the school, and many in the home and public interest must be cultivated to include the larger need.

2. Familiarity with the situation shows that the Home Teacher supplements and multiplies the effectiveness of the school in many ways. In the effort, for instance, to inculcate personal cleanliness, a child is bathed at school, but if he goes back to an unclean house, with vermin for bedfellows, he must return to the school to be served again and again. When in a schoolroom of twenty pupils, fifteen must have their heads cleaned, it is manifestly the *homes* that need attention.

3. Methods for the new work of Home Teaching must be worked out on the field, and not in an office.

4. Normal schools, upon request from responsible bodies, would undoubtedly begin to recognize in their training this virtually new profession.

5. Certain equipment and supplies are required by the Home Teacher in order to introduce to her people the better and safer civilization which the community needs they should acquire.

6. Experience has shown that in certain localities a Home Teacher's school serves its community best when open both forenoon and afternoon, that the women may come when their family cares make it possible.

7. One of the qualification of a school principal in a congested district should be the social sense, and a degree of social knowledge, that she may sympathetically co-operate with the Home Teacher who may be put into her field.

8. Teachers showing the peculiar qualities needed for home work should have early recognition, and be encouraged to give their attention to this branch of their profession, for the Home Teacher must usually be evolved on the field. *She cannot be created by resolution,* nor can she at present be imported.

EQUIPMENT FOR THE HOME TEACHER

It would be as unreasonable to expect a Home Teacher to do good work without adequate equipment as to expect it of any other teacher. In either case, it is true, the person and the method are more important than anything else can be, but even the best workman does better work with suitable tools.

These foreign women know little of good patterns or skillful cutting, but respond to the charm of a well-fitting garment which they have themselves been helped to make from material at the school. Sometimes their homes are strangers to the unifying influence of a family meal, neatly served and eaten together. But from an orderly table at the school, with a white cloth, bright flowers and wholesome food, all of which they have helped to prepare, the women will learn easily and happily what no abstract teaching could ever give them. The hot water and soap, the white towels and shining dishes which they use in the school kitchen are silent teachers of home hygiene whose force and value cannot be spared.

While it is well to begin the Home Teacher's work even at a disadvantage, yet it is wasteful of the teacher's strength and devotion to deny her ample equipment. One teacher said: "It isn't fair to expect me to do this difficult work with bare hands."

EQUIPMENT—A SUMMARY

1. A school principal thoroughly in sympathy with the plan, and ready to co-operate in every way. One of antagonistic ideas would make work practically impossible.

2. Suitable rooms at the schoolhouse, or near-by, for group teaching—a model flat or cottage if possible. They should be furnished for sewing, and for cooking and serving meals, and should be made attractive, but very simple, that the women may copy at home.

3. Laundry facilities provided in the school yard will make it possible to teach improved methods, which for economy of time, strength and fuel, these women need especially to know.

4. Some provision for caring for the babies while their mothers are in classes. If there is no school nursery, volunteer help may be provided.

5. Material from some source to be used in sewing and cooking. Coming through the school it does not pauperize. The Home Teacher will almost certainly be able to enlist the interest of some private organization for this purpose. The material should be of the most simple and practical kind — outing flannel for the baby garments, and inexpensive goods for the children's dresses. Quite small remnants and pieces can be utilized by a resourceful teacher to make comfortable little garments and show the women ways of thrift. For the highly prized quilts, to meet the constant need for bedding, there is required, in addition to the pieces for covering, the cotton for filling, which few of the women can buy, and which the teachers should not be left to supply personally, as they have too often done in the past.

6. Charts and pictures and cards, with some provision for making additional ones.

HOW TO PROCURE HOME TEACHERS

This is at present a serious question. There is no regular training for Home Teachers in the normal schools, and therefore there are no centers from which they may be drawn as needed. When the day of beginnings is past, and methods are standardized, then training will be given and teachers can be secured in the usual way. But at present each community must create its own — like other creations, they must be evolved. Places which are interested in having Home Teachers for their congested districts must keenly observe their regular teachers, with reference to their natural fitness for the new work. Even more than for the usual teaching, they must be born, not made. In general, look for a woman who has the social instinct, with a personal approach which attracts, and invites confidence. She should have a natural honest respect for the personality of others, independent of their circumstances, and no tendency to condescend to any one. She must have "a heart at leisure from itself," that genuinely warms to human joy and sorrow, with an irresistible

sympathetic impulse toward friendly help, which is in no danger of perfunctory service.

When such a woman is found, let her be urged to turn her attention to this opening work, and prepare herself, as far as present facilities permit, to enter upon it. It is assumed that any board of education will be more than ready to employ her, and she can join the other pioneers in this wide new field of Americanizing the homes of our citizens of tomorrow.

CO-OPERATING AGENCIES

It seems certain that work backed by the Board of Education, and understood to be definitely connected with the schools, has a peculiar and permanent value, partly because of its authority, stability and unity, and especially, because it partakes in no degree of charity. Yet there are agencies which have long been doing pioneer work in the field of home service, proving its value, as almost all work must be proved for the public, by private initiative. To them belongs the honor of the early vision which saw that the only way to bring these strangers into larger and better living was to show them such living, incarnated in those who have known it. Such agencies are the Settlements, the Y. W. C. A., the Council of Jewish Women, the D. A. R., the Mothers Congress and Parent-Teachers Association, and other activities, both private and municipal. These agencies are all working for patriotism, and trying to bring the foreign woman into a real American atmosphere, but they have not had the advantage of a vital link with the community itself. Such a link the Home Teacher affords. A connection with the schools can vitalize and stabilize the independent agencies, while they, in turn, can furnish things much needed by the Home Teacher, such as volunteer helpers for her group work, which just in proportion to her success she requires. Especially they help keep her view fresh and unformal.

From both points of view, nothing is more desirable than the most complete and cordial co-operation between the Home Teacher and all agencies in the field.

RESULTS TO BE EXPECTED

The results of home work are not swift or spectacular, but they are in wholesome and vital directions, and they are results which cannot be secured in any other way.

1. A restored balance of family authority, with its command once more in the hands of the parents.

2. A more intelligent response to the demands of society.

3. Improved morals and gentler manners in our citizens of tomorrow.

4. Better standards of sanitation and health in foreign neighborhoods, tending to conserve the safety of the larger community.

5. A wider horizon, and therefore increased happiness, for a large body of our people, those who have come to us hoping for the best things.

6. An increased knowledge of what "America" means, and of the duties and responsibilities of its people.

7. If the teacher be wise and large minded, she cannot only help the alien to absorb what we have to give, but can bring back to us a fund of knowledge concerning him, and open a channel for what he and his civilization have to offer us.

PRACTICAL EXPERIENCE AND PERSONAL TESTIMONY

1. FOREWORD

While the Home Teacher plan is in its early stages, and its methods are not yet completely standardized, it by no means entirely lacks practical demonstration. There were ten Home Teachers last year in various cities of California — San Francisco, Los Angeles, Sacramento, Ontario and South Pasadena — and others have begun work this school year in Oakland, in Tulare County, and in Santa Barbara, until there are now in the field twenty official Home Teachers.

Much practical Home Teacher work is being done under other names, both by teachers and by outside social workers.

While perhaps no one of these has united every qualification for ideal work, some of them have had conspicuous success.

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16. Letter from Rachel E. Burer of the State Commission of Immigration and Housing of California, Los Angeles, January 8, 1920.

"This is what has been accomplished. The home teacher bill was passed at the initiative and persistence of Mrs. Frank Gibron, the most active of our commissioners. Then

a combination was formed between our Commission, the State University Extension and the State Board of Education for the purpose of co-operating in the solution of the problem and in evolving a *modus operandi*. The first step was the appointing of Miss Ethel Richardson, the Commission's educational expert, as Assistant Superintendent of Public Instruction. She has charge of the Americanization work throughout the state. About the same time the University Extension, at the request of the Immigration Commission who planned the work, offered an intensive course for the training of Americanization workers. John Collier of New York, *the* authority on community organization, was brought out here as head lecturer. That man is marvelous, the most inspirational and understanding speaker I have ever been privileged to listen to. But let me not digress. The Americanization course comprised:

"Americanization, its scope and methods, Dr. Collier.
"Housing and community study, Dr. Carol Aronovici.
"Americanization in industry, Mr. Kelly.
"American ideals historically traced, Mr. Klingberg.
"Teaching English to foreigners, Miss Baughman.
"Field Work, under the direction of Miss Richardson.

"The course was first given in Los Angeles, has now gone to Fresno and is to proceed to San Francisco. It is hoped to, temporarily at least, make it an itinerant normal school for training Americanization workers. In connection with the course are held seminars for the purpose of applying principles to local problems.

"Our immigration problem out here consists mainly of Mexicans, with the Japanese looming up as a state problem. Our foreigners, unlike those investigated by your Lusk Committee, do not form a menace as red-torch anarchists. There is the racial problem of the law-abiding Oriental which California will evidently have to solve without help from other states in the Union, if not with the positive antagonism of the Federal authorities. Our peculiar position as a balance state may help us there. The other phase is the relation of our helpless immigrant to a greedy and unsympathetic community. There the attitude of the State Immigration Commission seems to be protective. In Los Angeles,

at least, the immigrant has learned to appeal to the Commission as an omnipotent benevolent organization, capable of solving all his perplexities be they marital, economic or social. It is quite a daily occurrence to have some panic-stricken Mexican plead with our office manager to get some member of his family out of jail.

"Through its wise and comprehending policy, a policy mainly evolved through the far-sightedness of our Mrs. Gibson, the Commission has won not only the confidence of the immigrant but the co-operation of other state bodies, which renders its work most effective."

CHAPTER V
Colorado

Mary C. C. Bradford, *State Superintendent of Public Instruction,* Denver. Letter, October 27, 1919. "The School Laws Annotated of the State of Colorado, as amended to date, June 30, 1917." "Educational Laws, Passed by the Twenty-Second General Assembly, 1919."

1. State Legislation — Compulsion for Minors, for Minors of Employment Age, and for Minors Between Sixteen and Twenty-one

School Laws

Section 72. Compulsory education.— The general assembly may require, by law, that every child of sufficient mental and physical ability, shall attend the public school, during the period between the ages of six and eighteen years, for a time equivalent to three years, unless educated by other means.

Section 73. Children sent to school; exception; appeal.— That in all school districts of this state, all parents, guardians and other persons having care of children shall instruct them, or cause them to be instructed, in reading, writing, spelling, English grammar, geography and arithmetic. In such districts, every parent, guardian or other person having charge of any child between the ages of eight and sixteen years, shall send such child to a public, private or parochial school for the entire school year during which the public schools are in session in such districts; provided, however, that this act shall not apply to children over fourteen years of age where such child shall have completed the eighth grade, or may be eligible to enter any high school in such district, or where its help is necessary for its own or its parent's support, or where for good cause shown it would be for the best interests of such child to be relieved from the provisions of this act; provided, further, that if such child is being sufficiently instructed at home by a person qualified, such child shall not be subject to the provisions of this act; and provided, further, that if a reputable physician within the district shall certify in writing that the child's bodily or mental condition does not permit its attendance at school, such child shall be exempt during such period of disability from the requirements of this act. It shall

be the duty of the superintendent of the school district, if there be such superintendent, and, if not, then the county superintendent of schools, to hear and determine all applications of children desiring for any of the causes mentioned herein to be exempted from the provisions of this act, and if upon such application such superintendent hearing the same shall be of the opinion that such child is for any reason entitled to be exempted as aforesaid, then such superintendent shall issue a written permit to such child, stating therein his reasons for such exemption. An appeal may be taken from the decision of such superintendent so passing upon such application to the county court of the county in which such district lies, upon such child making such application and filing the same with the clerk or judge of said court within ten days after its refusal by such superintendent, for which no fee to exceed the sum of one dollar shall be charged, and the decision of the county court shall be final. An application for release from the provisions of this act shall not be renewed oftener than once in three months.

Section 75. Minors between fourteen and sixteen must read and write; duty of employer; penalty. All minors over the age of fourteen years and under the age of sixteen years who cannot read and write the English language, shall attend school at least one-half day of each day, or attend a public night school, or take regular private instruction from some person qualified, in the opinion of the county superintendent of schools, in which such district or the greater portion of the same lies, until such minor obtains a certificate from such superintendent that he or she can read at sight and write legibly, simple sentences in English. Every employer employing or having in employment any such minor shall exact as a condition of employment the school attendance or instruction required by this section, and shall on request of the truant officer furnish the evidence that such minor is complying with the requirements of this section. Every employer failing to comply with the requirements of this section as to any minor employed by him or in his employ, shall be fined not less than twenty-five dollars, and not more than one hundred dollars; provided, that any employer with the approval or consent of the county superintendent of schools may make provision for the private instruction of minors in his employ.

2. State Legislation — Flags

School Law

Section 171. The school directors of the several school districts in this state may purchase or cause to be purchased a suitable American flag of standard bunting, not less than eight by twelve feet in size, and they may erect and maintain or cause to be erected and maintained upon each public school building or the grounds belonging thereto, a suitable flagstaff with the necessary appliances for displaying said flags, and may cause said flag to be displayed upon said staff upon all national and state holidays, the first and last days of each school term, and such other occasions as such school directors shall prescribe.

Section 172. Every school within this state may have placed and kept in a conspicuous position in each department thereof at least one American flag of standard bunting, not less than three by five feet in size.

Section 173. It shall be lawful for the school directors of each school district in this state to pay for said flags and staffs and to provide for the proper care and maintenance of the same, from any special school funds which they may have in their hands or which may be subject to their order, or to include the expense thereof in the next annual estimate for school expenses, or in any tax levy for school purposes; and the expense thereof for any public school shall be met by said directors or other officers charged with the duty of raising or appropriating any money for school purposes as any other necessary expenses or expenditures for school purposes are raised.

Section 174. This act shall be held to apply to all institutions directly or indirectly under the control of the State of Colorado or any of its officers, and it shall be the duty of such officer to see that this act is complied with.

Section 175. Any person who shall wilfully injure, deface, or destroy any flag, flagstaff, or other material placed in any room or building or upon any building or school grounds for the carrying out of this act shall be deemed guilty of a misdemeanor and punished accordingly.

Section 176. It shall be the duty of the superintendent of public instruction to publish this act in connection with the school law of this state.

Section 177. It shall be unlawful to display any flag upon any state, county or municipal buildings in this state, except the

flags of the United States; provided, however, that whenever any foreigner shall become the guest of the United States, or of the State of Colorado, or of any city of this state, or upon the occasion of the visit of any foreign minister, envoy or ambassador in his official or representative capacity, the flag of the country of which such person shall be a citizen may be displayed upon such public buildings; and it shall be unlawful to display the flag of any anarchistic society upon any public or private building or in any street procession or parade within the State of Colorado.

3. State Legislation — English Language

To Amend Section 6010 of the Revised Statutes of 1908, Concerning Public Schools.

Section 6010. Instructions in the common branches of study of the public elementary schools of this state shall be conducted through the medium of the English language only, nor shall any other than the English language be taught as a separate and distinct branch of itself.

During the time that the public schools of the district in which he is a resident are in session, no child of school age who has not completed the eighth grade shall be permitted to attend any school where the common branches are not taught in the English language.

4. Citizenship Training Program

Letter from MARY C. C. BRADFORD, *State Superintendent of Public Instruction,* Denver, October 27, 1919:

> "The subject of 'Americanization' is being taught in all of the schools and it is being particularly emphasized by this department in the rural schools of the state and is required of all schools before they can become standardized. In addition, there is a committee of fifteen headed by Professor Loran D. Osborn, director of the Extension Division, University of Colorado, Boulder, which is in charge of a state-wide campaign. The social service department of the Woman's Club of Denver is also doing active work along that line. In fact, the women's clubs all over the state are doing real work along this line. The details of their plans are not in this office or we should be glad to send them to you."

Letter from HENRY R. SPANGLER, *Secretary, Bureau of Americanization,* University of Colorado, Boulder, November 24, 1919:

"The Americanization work in the State of Colorado is at present being fostered by the State Committee on Americanization, composed of twelve members. The Committee is attempting to have a compulsory education law passed in the State of Colorado similar to Utah's law. We believe that the proper persons to conduct the work of compulsory education are the public school systems. We recently had meetings of senators and representatives in regard to this law and most of them are in favor of such a law in Colorado.

"The Committee has made arrangements for a foreign census to be taken in Colorado. The University will make a foreign population map, copies of which we hope will be available.

"The State Committee has held two conferences on Americanization, both of which have been entirely successful, causing considerable discussion upon this vital subject.

"There are many agencies at work in Colorado on Americanization, but the difficulty lies in the fact that many organizations cover the same ground that other organizations cover. The work is duplicated and much effort is wasted. The Committee is endeavoring to secure a closer co-operation and correlation in the Americanization program, and so far they have succeeded very well indeed. Briefly stated the organization of the work in Colorado is as follows: The work to be done has been divided into three main divisions, namely, work among men, work in the home, and work among women, all three constituting Community Americanization as a possible fourth division. We are trying to get those agencies who are going to do Americanization work with the men to co-operate with each other. We are trying to do the same thing in the home and the work among women. So far the plan seems to be working out very well indeed.

"I will send you a copy of the letter which we sent out to the state senators and representatives recently in regard to the state education law, which I think will be of interest to you.

"The night schools for foreigners in Colorado have been going very slowly this year. Only five, up to this date, have been organized and are holding classes regularly. The strike situation seems to have hindered this work very greatly.

"The State University through its Bureau of Americanization has an agreement with the Bureau of Naturalization to assume the educational supervision of all classes organized by them. The Bureau of Americanization is getting together a speakers bureau, the object being to furnish speakers on Americanization subjects all over the state. We are fostering the idea of community pageants. We are carrying on a regular campaign of circularizing public school boards, superintendents, principals, and teachers, by which means we hope to keep alive their interest in the work."

Letter sent to Senators and Representatives of Colorado:

"HONORABLE SIR.—All of the interests in Colorado actively engaged in any form of Americanization work were recently brought together in a conference in Boulder. These interests represented the Federal and State governments, educational institutions, and a number of clubs, societies, and corporations. It was the unanimous feeling of these representatives that Colorado should enact a law similar to that now in force in Utah for the compulsory education of adult foreigners residing in this state. A copy of the Utah law is sent herewith.

"The matter has been laid before Governor Shoup and has received his unqualified endorsement. It is proposed to bring the proposition before the Colorado Legislature at the forthcoming special session. It is the suggestion of the Governor that the matter be laid before the members of the Legislature in advance for consideration.

"As chairman of the General Americanization Committee of the State, I am writing to secure an expression of your views. I should very much appreciate it if you would write me at once, stating whether you are in favor of a law for Colorado similar to the one now in operation in Utah.

"Yours very truly,

"*Chairman,* GENERAL AMERICANIZATION COMMITTEE."

CHAPTER VI
Connecticut

(Complete School Law not available.)

1. State Legislation — Minors of Employment Age

Chapter 198

An Act Concerning Evening School Attendance

SECTION 1. Every child between fourteen and sixteen years of age, residing in a city, town or district in which public evening schools are maintained, in possession of an employment certificate issued under the provisons of the general statues and who has not completed such course of study as is required for graduation from the elementary public schools of such city, town or district, shall attend the public evening schools of such city, town or district, or other evening schools offering an equivalent course of instruction, for not less than eight hours each week, for a period of not less than sixteen weeks in each calendar year, unless released from such requirement by the board of school visitors, town school committee or board of education. The employer of any such child shall keep on file in the place where such child is employed, an evening school certificate, issued as hereinafter provided, certifying that such child is attending an evening school as required under the provisions of this section, which certificate may, at any time, be inspected by the school authorities.

§ 2. The board of school visitors, town school committee or board of education or an authorized representative of such school authority, shall issue to each child attending an evening school in compliance with the provisions of section one, a certificate at least once each month such evening school is in session and at the close of the term of such school, provided the number of hours and weeks of such attendance shall constitute at least as large a part of the period during which such school has been in session as eight hours per week for sixteen weeks is of the number of hours and weeks during which such school shall be in session for such calendar year. Such certificate shall state the number of hours per week and the number of weeks such child has attended such school.

§ 3. If any child shall violate any provision of section one, his parent or guardian shall be fined, for each week such violation shall continue, not more than five dollars. Any person, firm or corporation, or any officer, manager, superintendent or employee

acting in its behalf, who shall fail to comply with the provisions of section one concerning the certificate therein required, shall be fined, for a first offense, not less than twenty dollars nor more than fifty dollars and, for each subsequent offense, not less than fifty dollars nor more than two hundred dollars.

2. Population Figures

Population figures based upon the 1910 census:

328,759 of foreign birth.
617,671 of foreign birth and parentage.
200,000 of foreign birth engaged in gainful occupations (50 per per cent. of employees in the state).
67,327 unable to speak English.
49,202 unable to read and write in any language.
85,000 men from 18 to 45, of military age, unnaturalized.

3. Letter from Robert C. Deming, Director, Department of Americanization, Hartford, October 27, 1919:

"The Department of Americanization in this state is a branch of the State Board of Education and is conducted by me. We have a very limited appropriation of $50,000 for two years, and approximately $11,000 must be taken out for office and departmental expenses, there is approximately $14,000 for local assistance.

"Of the 168 towns in the state we expect to have between 130 and 140 with appointed directors of Americanization. These directors are appointed by local school boards after being designated by this office as requiring such a director, and such appointments are approved by this department. The state pays only a certain percentage of the salary of each director so appointed. The rural towns in the state are handled by the state supervisory system, each supervisor being appointed the Americanization agent in such towns. The work is thus handled properly and most efficiently with a minimum expense. We are conducting work through the factories, through the churches, through civic organizations, through women's clubs and all organizations, and primarily through increasing attendance at evening schools.

"We have a $4 appropriation for each pupil in average attendance of 75 sessions at our evening schools which encourages such attendance in the different towns. The appropriation last year was $2.25 per pupil."

4. Letter from Stanley H. Holmes, Superintendent of Schools, New Britain, November 7, 1919:

"In this city we are carrying on the Americanization work under the joint auspices of the School Board and a Committee of One Hundred of the Chamber of Commerce. This Committee of One Hundred includes in its membership prominent individuals representing different racial groups, as well as a good majority of native-born citizens.

"There is an Executive Committee of twenty-five, ten of whom are women. This Committee jointly with the Board of Education appoints a director of Americanization who is also supervisor of Elementary Evening Schools. This director, Mr. Francis P. O'Brien, devotes all of his time to the Americanization and evening school work and is doing a good work. The superintendent of schools is chairman of the Committee on Americanization and exercises a general oversight of all Americanization activities.

"I do not favor compulsory night school attendance for adult foreigners. Voluntary attendance is much better. I do favor compulsory attendance for those under twenty-one who need the help of the evening schools."

5. Duties of a Local Director of Americanization

CIRCULAR LETTER No. 1

HARTFORD, CONN., *August* 14, 1919.

As there have been requests for information as to the work that a director of Americanization can do in a local community, the following is a brief outline of the lines of endeavor.

1. Consult the local Americanization Committee, if any, and through them get acquainted with the racial groups, organizations, etc. If no such committee exists, one should be formed at once as an advisory body of seven or eight members representative of education, commerce, labor, church, etc.

2. Conduct a brief survey to ascertain the approximate number unable to read and write English, their location, nationality, occupations, etc.

3. Conduct an evening school publicity campaign by means of posters, advertisements, handbills, newspapers, speakers, etc., through public buildings and factories. Classes in English can

be conducted in schoolhouses, factories, in the home, lodge rooms, wherever convenient. In these classes with English as a basic vocabulary.

American Ideals can be taught.

History. Beginning with an understanding of the basic principles upon which this government was founded, of the public services of our great men, and with the leading and important dates only which mark the great epochs and designate our national holidays.

American Institutions. Emphasis should be placed on our
Free Public Schools, the institution of all people.
Freedom of Worship, as distinct from the state.
Free Speech, a God-given privilege.
A Free Ballot, the right of every American citizen.
Courts of Justice, with equality for all, for rich and poor, for American and foreign-born alike.

Our Government. Without kings or nobles, where the individual has his responsibility in shaping the laws. Also the local community government and the duties of the local authorities should be studied.

American Standards of Living should be taught in relation to health, food, dress, streets, alleys, sanitation, etc. All un-American customs should be decried such as laxity in observing the sanctity of the Sabbath, the celebration of national holidays through the means of consumption of over-allowances of liquor, etc.

4. Co-ordinate all existing agencies doing Americanization work such as women's clubs, the Public Library, Y. M. C. A., settlement houses, D. A. R., the K. of C., etc. The American Red Cross will be of great assistance.

5. Bring the native and foreign born into a better understanding, at the same time showing the interdependence of the employer and the employee.

6. Meet the prominent employers of the town and secure their co-operation in all ways, industrial, financial, educational.

7. Meet the foremen in the factories, the labor leaders, conduct plant meetings.

8. Form a speakers' bureau, secure interpreters as aids.

9. Have a bureau of information where legal advice and information regarding money matters can be obtained.

10. Afford protection against exploitation in all forms.

11. Counteract anti-American propaganda in all forms, insidious misrepresentation.

12. Get in touch with all local newspapers, especially those in a foreign language.

13. Secure the close co-operation of the clergy who will aid in every way.

14. Hold public mass meetings and rallies of racial and national groups.

15. Assist the foreigner at railway stations.

16. Americanize the American-born to recognize the rights of the foreign-born, their ideals, sacrifices and struggles, to be sympathetic in an intelligent manner.

17. The final aim of Americanization is the making of real Americans fit for *citizenship,* those men and women from foreign lands who renounce allegiance to the country of their birth, learn the English language, accept American ideals, and become citizens of the United States.

ROBERT C. DEMING,
State Director of Americanization.

6. Americanization Work in Rural Communities

AMERICANIZATION DEPARTMENT — CIRCULAR LETTER NO. 2

1. First get in touch with the local officials and leaders and ascertain from them the number and location of those in the town unable to speak English. For this purpose the town clerk, selectmen and influential citizens can probably give you the name of every such inhabitant of the town and their location. Obtain also the names of the registrants and draftees of foreign birth from the local draft board. Consult local racial leaders, the visiting nurse and inquire directly of the children in school. Also consult your Americanization Committee if any.

A NEIGHBORHOOD SCHOOL WHEREVER POSSIBLE

2. With this information you can decide as to the need of a neighborhood or evening school and its location. Four or five at such a school will be decidedly worth while. Remember that with the school once opened and successful others will come. Present this information to your school committee, emphasizing the great need of such work at this time and the great advantages for all concerned. Call attention to the $4 state rebate for each pupil in average attendance for 75 sessions and point out that

$200 to $250 will take care of the complete session including the service of a janitor each night. With a teacher at $2 per session the cost might not be greater than $150. Those in the country should not be denied the privileges of those in the city. Obtain your appropriation. A representative of the Americanization Department will consult your Committee if unconvinced.

3. Locate your school with the best available teacher and open it. The following is a suggested time schedule. A Course of Study and Syllabus will be sent.

A SUGGESTED TIME SCHEDULE

	Minutes per Evening		
	First year	Second year	Third year
Themes topics	30	30	30
Conversational exercises	15	10	10
Reading (books, signs, newspapers, etc.)	20	25	25
Writing (copy work, spelling, dictation, letter composition)	20	25	25
Phonics	5	5	3
Memory work	10	10	10
Physical exercise	5	3	3
Civics per week	15	20	25
Dictionary	..	..	10
Arithmetic per week	..	15	15

Note.—No time is here allotted for geography and history since these subjects are taken in connection with reading, conversation, etc.

4. With the information previously obtained conduct a careful campaign to influence attendance, exhausting all means starting with the persuasive powers of the racial leaders' correspondence and concluding with a personal visit. The personal contact and interest is most effective.

5. If you are *unable to succeed* in starting such a school report to this office.

WHERE A SCHOOL IS IMPOSSIBLE

6. Wherever a school cannot be opened the following program should be adopted:

a. Gather those of the community who are accessible into group meetings, social gatherings. You will find that many will

come from long distances for this form of entertainment. Any place will suffice that will bring the native and foreign elements together for a common purpose and interest. Parent-teacher associations, Y. M. C. A., Y. W. C. A., K. of C., Red Cross, D. A. R., church officials, county agricultural agencies, women's clubs, or any local organization will co-operate with you in offering entertainment. This office can furnish speakers. Entertainment can be in the form of native and foreign songs, short plays, speakers' pictures, music, or any local entertainers.

b. In some localities it may be most practicable to employ a visiting teacher who can fulfill a schedule of dates in various locations in outlying districts.

c. The object in each rural community is to establish a cordial and friendly interest, to make all foreigners feel that the community is interested in them, that they also understand their share of local responsibility, and the advantages to them of a share in the government of citizenship.

Many of those foreigners in rural communities consider law and local government an unknown quantity, a thing to be avoided, carrying with them their conceptions obtained overseas. Familiarize them with American ideas, ideals and personal responsibility. Interest them in the advantages obtained by citizenship by naturalization in becoming Americans.

STATE DEPARTMENT OF AMERICANIZATION.

7. Americanization Work for Religious Bodies and Through Parochial Schools

AMERICANIZATION DEPARTMENT — CIRCULAR LETTER No. 4

HARTFORD, CONN., *October* 18, 1919.

Our responsibility at the present time is more than a personal one. We are responsible, not only for our own souls, but also for the souls of our community and of our country. The soul of our country may be termed patriotism and Americanism. It is physical and it is spiritual; it is represented in the first way by its latitude, its longitude, its enormous production; in the latter way by Plymouth Rock, James River, Valley Forge, and Gettysburg, and by those great ideals and institutions obtained through sacrifices and struggles. The chief custodian of these priceless treasures should be the Church, and the fulfillment of this responsibility can be realized fully through the forces organ-

ized in places of worship. While education is the form and medium of Americanization, its spirit and substance is an attitude of mind and of heart.

The Church can increase in all men irrespective of race, those spiritual capacities which enable them to be good citizens and to dwell together in brotherhood with equal responsibilities.

It can encourage newly arrived immigrants to learn all they can about America, its history, its laws, its customs and ideals, and to become owners of homes rather than to continue to live in tenements. It can give them some vision of the nobility of America, and can preach loyalty and the unity of many races in one nation on the basis of brotherhood and the traditions of idealism upon which America has been built.

The Church can furnish volunteer workers in co-operation with the local Americanization director for the various forms of such work, teachers, domestic educators, and directors of immigrant information centers.

American holidays, commemoration days and festivals can be observed with appropriate sermons and fitting recognition wherever new Americans worship.

Social occasions, where native and foreign-born can meet, will afford opportunities for mutual understanding and appreciation. The place of worship can be a center for Americanization activities encouraging and helping all to speak our language and learn American standards of living and of citizenship. Personal contact, sympathy, and appreciation, can be established.

The parochial schools of the state present the greatest opportunity that America offers for the assimilation of those children of foreign origin. The school is the melting-pot of the nation, where Americanism is molded and formed, the great factor of our national life. Our whole national fabric and ideal is here inculcated in the heart and mind of young America, its history, its customs, its laws, and its language. Too great stress cannot be laid upon the necessity of English being the only medium of instruction, both according to law and the proclamation of the Governor. To quote from the letter of October 6, 1919, of Father W. J. Fitzgerald, superintendent of the parochial schools of the state: "In your efforts to stress the teaching and speaking of the English language as one of the mediums of Americanization, I wish to assure you of the full co-operation of the principals and teachers of our parochial schools. At present in some of our schools a foreign language is taught as a language during one

period of the school day. This, I take it, is in accordance with Governor Holcomb's proclamation of April, 1918. In the subjects required by law to be taught in the elementary schools of the state, English is the only medium of instruction."

Through the children attending such schools much influence can be brought to assure the attendance at evening Americanization schools of non-English-speaking parents.

This department relies on the Church to impart the spirit of Americanism to all those in each parish who live in America, but in whom America does not live.

ROBERT C. DEMING,
State Director of Americanization.

8. Americanization in Industry

AMERICANIZATION DEPARTMENT — CIRCULAR LETTER NO. 5

HARTFORD, CONN., *October* 21, 1918.

It is the opinion of this Department that the Americanization problem can be attacked more effectively through the industries of the state and by the co-operation of all employers than in any other way. It has been incontrovertibly shown that labor unrest and discontent go hand in hand with ignorance and non-English-speaking employees. No greater menace has confronted our country than the present unassimilated mass of foreigners, absolutely ignorant of all things American, agitated by literature and radicals of the worst type whose arguments and falsifications are absolutely unrefuted the year 'round.

The World War brought out one great fact to those at home — that America is in danger of being not a unified America, but a polyglot boarding-house. By the last available figures from the census of 1910 there were 64,327 foreign-born persons in Connecticut unable to speak English. Fifty per cent. of those employed in gainful occupations were foreign-born, and 50 per cent. of the foreign-born in Connecticut were males of working age. The figures of our army for 1918 as presented by the surgeon-general to Congress show that 24.9 per cent., or one-quarter of our draft army, was illiterate, unable to write or read orders in English. The call comes for you, both as Americans and industrial leaders, to take definite action regarding those who live in America but in whom America does not live.

The non-English-speaking employees in Connecticut industry are to a certain degree liabilities, not assets. They —

1. Cannot read safety signs, warnings, or the rules and regulations of the plant.
2. Cannot understand orders and instructions regarding work, machinery, or material if given in English.
3. Cause accidents.
4. Cannot talk with American-born employees.
5. Cannot be directed except by interpreter-foreman.
6. Cannot obtain information first-hand.
7. Cannot understand the employer's point of view.
8. Cause loss of time in making explanations.
9. Cause damage to machinery and material due to misunderstanding.
10. Cause increased labor turnover, labor unrest and provide basis for industrial misunderstanding.
11. Cause decrease in efficiency and production.
12. Cause poor workmanship.
13. Are susceptible to fallacious ideas and rumors.
14. Have less cordial relations and co-operation with foremen.
15. Increase compensation costs.
16. Increase cost of supervision.

The discharge of any employee for illiteracy is dodging the issue and increasing unrest and discontent. Americanize him yourself. This Department suggests that the manufacturers of the state:

Get in touch with the local Director of Americanization if there is any, and seek his co-operation. The superintendent of schools can supply the necessary instruction; if he does not, write this Department.

Appoint an executive or foreman to make a survey of the plant and conduct a campaign to influence and interest attendance at Americanization schools, either in or near the plant. This can be done by plant meetings, pay envelope slips, posters, moving pictures, speakers in foreign languages, etc.

Adopt a plant policy calculated to encourage school attendance by (a) giving a bonus for regular attendance at school, or (b) increasing wages of non-English-speaking employees presenting certificates of completed course at school, (c) stating preference in promotion to those more efficient in speaking English, (d) placing time limit on making your factory 100 per cent. English speaking.

ROBERT C. DEMING,
Director, Department of Americanization.

9. The Manufacturers' Association of Connecticut, Inc.

HARTFORD, CONN.

E. KENT HUBBARD, President.

Letter from the Executive Officers, October 29, 1919:

"Both this association, as such, as well as its individual members have long taken an active interest in what recent developments in the industrial world has proven to be a most vital need. Our Education Committee has based its program upon the work of educating the foreign-born and both this committee and our executive officers have worked in close touch with the members of our legislative committees.

"During the war the Connecticut State Council of Defense was extremely active in promoting Americanization work and effected a very complete organization of the state through committees formed under the local war bureaus of the Council. At the termination of its work the Council endeavored to have established a State Department of Americanization. This bill, carrying an appropriation of approximately $200,000, failed to pass our Legislature, but at a later date a substitute bill establishing a Department of Americanization under the State Board of Education was passed. Robert Deming is the director of this new department and has, I believe, in his possession most of the records compiled by the Council of Defense. One or two of the bulletins I am sending you will give some idea of what is being done under the State Department, which has, needless to say, our fullest co-operation.

"I hope you will find these of some service, and assure you I shall be very glad to assist you further in any way you may desire."

COMMITTEE ON APPROPRIATION AND EDUCATION

MEETING IN JOINT SESSION, THURSDAY, APRIL 17, 1919

"GENTLEMEN.—I am instructed by the president of the Manufacturers' Association of Connecticut to present to you a resolution adopted by this association, as follows:

> "*Resolved*, That this committee deems it a duty incumbent upon the State of Connecticut to promote the common understanding and use of the English lan-

guage by all the people of this state, to inculcate among those of foreign birth an understanding and appreciation of the principles and ideals upon which this nation was founded and shall be maintained, and in general to further the preparation of such aliens for the duties and obligations of citizenship in order that their presence here shall be of the greatest benefit to themselves and to the community; that this committee, therefore, strongly favors, as a measure enabling the state to discharge this duty, the creation of a Department of Americanization in the state government to be supported by adequate funds. This committee would further call attention to the work now being extensively carried on by manufacturers in Connecticut for the Americanization of alien industrial workers, as evidence of the importance they attach to this need, and proof of their willingness to accept a share in the obligations imposed upon all responsible elements in the community by existing conditions.

"Yours truly,

"(Signed) DUDLEY HARMON,
"Assistant to the President."

Letter from the United States of America National War Savings Committee to the Manufacturers' Association, December 16, 1918:

"Your Committee on Education has carefully considered the conditions of public education, as they exist today, and the problems that it faces in the immediate future.

"From the point of view of an industrial state, the main question of reconstruction after the war — the one which underlies every other — will be the Americanization and assimilation of the whole mass of our population, and of greatly raising the level of popular intelligence as well as industrial efficiency.

"Outside of the industrial system, which should have powerful educational influences in itself, we have only one public instrumentality for accomplishing the above aim, *i. e.*, our public school system. To come within sight of a higher degree of accomplishment, we must have much better schools, and much better machinery for carrying them on. In

specific terms, stated relatively, in the order of their importance, our efforts must be directed along the following lines:

"(1) We must have a much better teaching force; better material, better trained, better officered and better organized.

"(2) Our present force is 94 per cent. women (mostly young girls). It has little permanency. We must have at least one-third men — and capable men, at that.

"(3) This means more money — presumably about twice what is now being spent on the public schools.

"(4) The towns are mostly up to the limit of their capacity to raise money for schools. Additional revenues must come from state sources of taxation, and must to a greater extent be collected by indirect rather than direct means.

"(5) We cannot embark on such a program of reconstruction of our school system unless we organize a business-like up-to-date system of taking care of expenditures. The present almost purely local control is very much outgrown. Both our school methods and our school laws are obsolete.

"(6) We should rewrite our whole school code and bring it down to modern needs. This code should attempt to secure the following objects:

"(a) To qualify and codify the school laws and adapt them to modern conditions.

"(b) To obtain the increased revenue needed for the proper support of public schools, which is estimated to amount to between three and four million dollars per annum.

"(c) To secure equal opportunities for education and uniformly good schools throughout the whole state.

"(d) To distribute rationally and justly the burden of the cost.

"(e) To obtain a more effective body of teachers.

"(f) To provide a largely increased proportion of men teachers.

"(g) To secure the adoption of school work suited to modern conditions, promoting the Americanization of the alien elements of the population, and adapted to the production of a state of physical and moral, as well as mental health, in the children who are soon to be the substance of our people.

"As manufacturers we realize more and more that our schools must give to our people a national and unifying purpose. If this is important for foreign states, made up of a homogeneous population, it is of multiplied importance to us with a population made up of innumerable foreign elements trained to foreign traditions, and not as yet recognizing a common American purpose.

"It is idle to suppose that Connecticut manufacturers can maintain their present position, or hereafter successfully compete in the industrial struggle that will come after the war, unless they have a body of intelligent operatives, able to speak and read the English language, and trained to American ways of thinking and living and acting. Our population, however various in races, can be made homogeneous in respect of its language, its ideas, its traditions and its purpose. Except it be made homogeneous in these ways, disorder, chaos, inefficiency and inability to compete with the homogeneous population of foreign countries, or with the populations of better organized states in this country, will result."

"TO THE MEMBERS OF THE MANUFACTURERS' ASSOCIATION OF CONNECTICUT, INC.:

"AMERICANIZATION IN INDUSTRY

"GENTLEMEN.—I submit herewith suggested policies of employment and plant management designed to promote the Americanization of the foreign-born industrial worker in Connecticut.

"These suggestions were received from the Department of Americanization of the Connecticut Council of Defense, and have had the careful consideration of your Committee on Education, Mr. Howell Cheney, chairman. In the form and to the extent shown above, the committee has given these suggestions their endorsement, and has recommended that they be placed before each member for such consideration and action as may be deemed proper.

"It should be understood that neither the committee nor the association takes the position of seeking to impose upon any member the adoption of any or all of the policies sug-

gested. These suggestions are approved only to the extent that it is deemed desirable that they be brought to the attention of members of this association.

"POLICIES SUGGESTED

"The policies suggested by the Department of Americanization of the Council are as follows:

"It is assumed that ability shall be given first recognition by an employer.

"It is recommended that employers:

"1. All other factors being equal, give preference in hiring to English-speaking applicants or to applicants who are studying English in a night school or in some other effective way, over the non-English-speaking applicant for a position.

"2. All other factors being equal, give preference in promotion to the employee making himself more efficient by learning English, either by attending night school or in some other effective way, and all other factors being equal, give preference in promotion to the efficient employee of foreign birth who speaks English as well as against the non-English-speaking employee who is making no effort to acquire English.

"3. Recognize increased efficiency on the part of the foreign-born employee who is studying English. Some employers who have done this by a wage increase, wage bonus, prize, medal and other mark of estimation.

"4. When it is necessary to reduce a working force as between two men equally efficient, working under equal conditions, adopt the policy of laying off the non-English-speaking alien, retaining the English-speaking employee or employee making himself more efficient by studying English in night school or in some other effective way.

"5. Make English the language of plant administration, exceptions to be tolerated only in cases of absolute necessity. This can be done by printing in English safety signs, signs of warning, rules and regulations. All foremen and superintendents should be able to speak English. Instruction regarding work, machinery, etc., should, wherever possible, be given by foremen and superintendents in the English language.

"6. Adopt a policy, where good night schools have been established, by checking up attendance at night school or factory classes in co-operation with the school authorities or teachers that a given employee has failed to attend regularly. A superintendent or foreman will notify such employee that the plant desires the employee to learn the English language and, having enrolled in night school or other facility for education, to keep up a regular attendance, and that his failure to do so will have a distinct bearing upon his opportunity for advancement.

"7. If night schools are not available, co-operate with public school authorities and others in organizing classes in English and citizenship for foreign-born employees either in the public schools, in the plant or in some other convenient place.

"E. KENT HUBBARD,
"President."

"TO THE MEMBERS OF THE MANUFACTURERS' ASSOCIATION OF CONNECTICUT, INC.:

"Subject:

"EDUCATION AND STRIKES

"GENTLEMEN.—The following statement appearing in a monthly bulletin edited and published by and for employees of a member of this association is deemed of some interest in connection with recent events in a number of Connecticut industrial communities:

"EDUCATION AND THE STRIKE

"During the period of the strike throughout the city, this question was asked many times, 'What is the use of educating the foreigner if, in a time such as this, he deserts the company.' In the first place, the company is not educating the employee for its sole interests. It has a far higher motive, humanitarianism. Whether or not the man really does become of more value to his employer is a secondary issue.

"As a matter of fact, the foreigners who are being given a chance to learn English in the educational classes made a splendid showing during the recent trouble. Fifty-three per

cent. of all the foreign-born employees left the plant, whereas 3½ per cent. of those attending the company's school were out.

"It is a noticeable fact that the highest type of foreigner stuck to his work, and many worked overtime and on double shifts because the foremen were short-handed. Some, who had been threatened, stayed away from work to be near their families in case of danger, but notified their foreman or teachers, which showed a realization of responsibility.

"Isn't it a proof that education is worth while, if the men become more like free thinking human beings than machines for keeping production up to standard?

"INDUSTRIAL SERVICE BULLETIN NO. 8

"Many employees had no reason for striking, but walked out when the others in the department left rather than face the taunts of those who were quitting.

"How can foremen reason with these men unless they understand English? How can the men understand such necessary propaganda as was given to them at the gate during the strike unless they can read English?

"Our task seems clearly defined, the only way to get at the root of ignorance is to teach the foreign-born to speak, read and write English. Then at least they can be reasoned with. They will learn that America is not the huge treadmill they imagine it to be, and will in time become valuable citizens and employees."

"THE MANUFACTURERS' ASSOCIATION OF CONNECTICUT, INC.

"By E. KENT HUBBARD,

"*President.*"

"TO THE MEMBERS OF THE MANUFACTURERS' ASSOCIATION OF CONNECTICUT, INC.:

"GENTLEMEN.— It has been brought to my attention that while most of the towns in the state have taken advantage of the new law permitting the State Board of Education to pay approximately one-half of the salaries of Americanization directors appointed by the towns, a number, including your own, have not yet taken the required action, namely, the

appointment of a director of Americanization. As doubtless you are aware, it is to these town Americanization directors that manufacturers must look in most instances for the provision of proper facilities for the education of foreign-born workers in their employ. I am further informed that towns which do not very soon appoint Americanization directors will not be able to share in the state funds now available for support of this work.

"I am sure you will agree with me that present conditions make it extremely desirable, from every standpoint, that the processes of Americanization of our foreign-born industrial workers be carried on as effectively and as expeditiously as possible. No one is more vitally concerned in this than the manufacturers, as is apparent when we see to what a large degree agitation and propaganda among the foreign-born are responsible for industrial disturbances in this and other states.

"As to the details of the situation that may exist in your community with respect to this matter I am not, of course, informed. It may very likely be the fact that adequate steps have been taken for carrying on the work of Americanization and that only the completing of certain formalities remains for qualification to share in the state fund. I feel sure, however, that whatever the local situation, you will understand my taking the liberty of calling your attention to the matter, with the suggestion that you and other manufacturers satisfy yourselves as to the facts and, if necessary, endeavor to see to it that your community joins the ranks of other towns in this work.

"I feel that there is more involved than the matter of a contribution by the state to the cost of Americanization work in any town. Of even greater importance is the desirability of each town being in a position to co-operate with the education authorities of the state along generally approved lines.

"Trusting that this matter may have your personal consideration, I am

"Very truly yours,

"....,

"*President.*"

EDUCATIONAL PROGRAM OF THE AMERICANIZATION COMMITTEE OF DERBY AND SHELTON

We have in this community, Derby and Shelton, an Americanization Committee, the membership of which has been selected from the citizens representing all groups, who are particularly interested in this subject, Americanization, and who recognize it as a community proposition of such magnitude as to require the ardent support of all the citizens.

It seems hardly necessary to emphasize the importance of this matter. We have in our associated communities, engaged in the many and varied pursuits which our industries and mercantile establishments offer, a large body of workers, numbering, it has been estimated, between 2,000 and 2,500 who have come to us from foreign lands, whose opportunities and citizenship we have not sufficiently stimulated, who do not speak our language and, therefore, are unable to appreciate what a blessed thing it is to be an American and a real active living integral part of our community. They are, however, human beings who have lived in an atmosphere as unlike American as night differs from day, very pliable and responsive to environment. They will be what we make them.

Because of these facts this is a problem for our citizens working hand in hand in full co-operation with industry. It is a problem carrying a joint responsibility, community and industrial. It is essential to recognize it as such. We, therefore, feel that no intensive program can be successfully launched and carried out on a large scale which does not first receive the active and sympathetic support of the leaders of our religious and civic institutions, employers and particularly the workers in the industry. To obtain this support it is necessary to assure all that the motives behind this movement are beyond question, that there is nothing other than the healthy development and growth of our people, our community and our country at heart and a sincere desire that our alien brother become acquainted with American ideals and institutions and be "One of Us" in its fullest meaning.

To this end the necessary facilities for the teaching of English, civics, naturalization and economics should be provided. Surely resourcefulness, intelligence, ability and means are at our disposal. We suggest the way.

We have worked out here what we believe to be a comprehensive program of Americanization, particularizing at first on the

teaching of English, taking up later civics, naturalization and economics, provided the conditions and circumstances make it possible. We hope that our experience with this educational program will be such during the coming season as to warrant its continuation and development along these lines. This program contemplates the general approval of employees and employers, as well as the religious and civic organizations in our community, before active work is started in the early fall of 1919.

We suggest that in order to obtain the support of industry that it be submitted to a gathering of employees or a large representative committee thereof, and that it also receive the approval of the foreman and executives; that a resolution to this effect be adopted by them, and the program posted in conspicuous places in the factory, together with copies of the resolution of adoption.

(1) The Community Americanization Committee to have general supervision of classes and shall support all agencies engaged in this work just so long as their program does not conflict with the rules and regulations promulgated by the committee. Said rules and regulations to be non-partisan and non-sectarian.

(2) That the Americanization Committee appoint a Community Director of Americanization who will be responsible for the general direction and supervision of the Americanization program under, of course, the supervision of the Community Americanization Committee.

(3) That the employment manager or some assistant under his supervision or otherwise be delegated by the management to be known as the Works Director of Americanization who is to have charge of the Americanization program in the works and who shall co-operate to the fullest extent with the Community Director of Americanization in the carrying out of the works program in keeping with the community program, the name of this person to be submitted as soon as possible to the Community Director.

(4) The Works Director of Americanization shall make a survey of the plant in the manner and on the forms prescribed by the Community Director of Americanization for the purpose of determining those in need of this education. This work should be done just as soon as possible and the survey placed at the disposal of the Community Director of Americanization.

(5) All those requiring this education are eligible to attend classes and their co-workers and foremen agree to co-operate with

the Works Director of Americanization and lend their friendly influence to accomplish this end. Attendance at classes outside of shop will be accepted as a substitute for attendance at shop classes.

(6) All other things being equal, in the matter of employment, increases in pay, promotion and necessity of reducing working forces, favorable consideration to be given those employees who are attending school or who hold a certificate or diploma issued or recognized by the Community Americanization Committee.

(7) English is recognized as the language to be used in the plant. Exceptions permitted in cases of absolute necessity only.

(8) The Works Director of Americanization or the teachers shall keep a record of attendance on cards provided for the purpose by the Community Director of Americanization.

(9) The plant shall furnish the classroom or rooms, together with the necessary furniture and equipment excepting books, paper, etc. The last-mentioned items are to be supplied, of course, by the Community Director of Americanization to the workers.

(10) Classes shall be held for a period of thirty weeks, three times each week in one-hour periods beginning as early in September, 1919, as the Community Director of Americanization finds practicable, making the complete course for the season ninety lessons.

(11) The time of the day when classes are to be held will be determined later and wherever possible they will be held either during hours or immediately following closing hour or one-half hour before. Schedule of shop classes to be posted by the Works Director of Americanization as soon as possible.

(12) The Community Director of Americanization shall furnish the Works Director of Americanization full information from time to time with respect to classes outside of the shop. Convenience of the students should be the main consideration in the location of their community classes.

(13) Every effort should be made to encourage the attendance of women and whenever necessary special classes organized in the community for the women who stay at home.

(14) Diplomas shall be presented to all workers who qualify in certain prescribed tests in the subject studied.

SUGGESTED RESOLUTION OF ADOPTION TO BE USED BY EACH FACTORY

Resolved, That we, the representatives of the employees and management of ..... approve and adopt the foregoing as *Our Americanization Policy*, and request the management, through the proper officers, to advise the Community Americanization Committee of our action and post this complete program in our factory. We assure the management of our willingness to co-operate with them in every possible way to further this program and secure its success.

May 5, 1919.

Letter from C. F. BURNETT, *vice-president, The Stanley Works*, New Britain, November 19, 1919:

"At the present time, we are running four classes a day, with eleven men in each class, and each man is allowed one hour's time which is paid for by the corporation. In order that we might get the greatest benefits from this work, we have taken pains to pick and select our men.

"Regarding the benefits derived from our Americanization School, would say that by enabling employees to talk English they can converse directly with their overseer or foreman and thus save much time spent in talking through an interpreter. Also, by learning English, it gives such employees an opportunity to read English newspapers and other English printed matter which, as the name of the school indicates, makes them more familiar with American ways as well as fitting them to pass the examinations to become citizens, which we believe is one very essential thing at the present time, rather than to have so large a number of non-citizens in our community. So far, it seems to us that this is a very good proposition for employees who have taken the course as they seem to appreciate it very much and we believe in some instances they will not be satisfied with simply this preliminary work which we give them but will wish to push on and take a course in the city night schools where they can get a very much broader education than our factory Americanization School affords. All the time, effort, and money that we have put into this Americanization

School we believe is well invested and so far we are thoroughly satisfied with results which we have obtained. We have co-operated with Mr. O'Brien of the City Americanization movement and this summer the State Normal School located here in New Britain had a summer course for teachers who were taking up Americanization work. Students and teachers from the State Normal School visited our Americanization School and as they had made studies of what is being done in various places along this line, they were fairly well informed regarding this subject and they stated that we were going about it in the right way as our plan is to make the admission into our school a thing to be sought rather than something we are handing out to everybody promiscuously.

"The general Americanization work in the city is carried on by Mr. F. P. O'Brien, under the control of the Board of Education. He has had charge of the Americanization office and is also in charge of the night school work.

"This arrangement has been very satisfactory and the night schools have been very much more largely attended than they have in previous years. The work consisted of steady work Tuesday, Wednesday and Thursday, and a social evening on Friday. The larger manufacturing interests consider this work so valuable that they have been willing to contribute to the continuation of this work.

"We believe that in any city, if this work could be taken up with the Board of Education, they would find it very much more satisfactory than doing it in any other way. If there is an active Chamber of Commerce through which this could be started, and which would take an active interest in the work, and have an Advisory Committee to help the Board of Education, it would be along the lines that we followed and we believe the most satisfactory lines which could be found."

"The Stanley Workers" is an eight-page bulletin issued monthly and circulated among the employees of the Stanley Works. Each issue features prominently news of the Americanization School, pictures of the class-room, pictures of the graduating classes, etc.

10. Americanization Work for Women and Women's Organizations

Americanization Department — Circular Letter No. 3

HARTFORD, CONN., *August* 29, 1919.

1. Get in touch with your local Director of Americanization.

The first essentials are a real desire to help and a sympathetic understanding of the peculiar problems of the foreign-born. If you are merely seeking an outlet for your energies, if you plan to do uplift work because you deem it your duty or because it happens to be the thing to do, you cannot succeed. Do not attempt Americanization unless you have a real affection for your fellow-beings. Be neighborly, treat the foreign-born woman exactly as though she were a native-born newly moved into your neighborhood, find a sympathetic point of contact, a sick child, some flower seeds, get her to show you how to do something she does well. Cooking and canning are fine contacts. Be a real friend and neighbor.

2. Americanization of the foreign women is a political necessity.

In all suffrage states if a man becomes a citizen after learning English, his wife automatically becomes a citizen. She enjoys the same franchise, rights and privileges of the American woman although she may be absolutely ignorant. The independent woman worker and wage earner is under the same conditions as her brother.

3. Americanization of the foreign woman is a civic necessity.

If children of the foreign-born acquire English and the parents remain ignorant, a disintegration of the family is almost sure to follow. The children look down upon their parents, sometimes ridicule them, and parental discipline is lost, the family fabric weakened. One of the great conservative forces of the community becomes inoperative, the parental control of the young is imperative.

4. The foreign-born home is more conservative than ours in this country and women alone can break through this reserve. California has a Home Teachers Act whereby trained teachers are assigned to given areas for home working only.

5. Women's clubs and organizations can form groups to teach foreign mothers to feed and clothe children, sanitation, and their legal status of themselves and children under our civic code.

6. They can appoint Americanization committees and sub-committees to induce young foreign-speaking women to visit

immigrant houses and urge mothers to attend Americanization schools.

7. They can pledge each member to induce one non-English-speaking immigrant to learn English, to teach herself if necessary.

8. They can provide nurses knowing the mother's language while the mothers are at school.

9. They can stimulate school authorities to provide facilities to teach English to foreigners.

10. They can co-operate with Boards of Education in the employment of women physicians to work with foreign mothers.

11. They can interest community forces, factories, newspapers, the political leaders of the best type.

12. They can improve health conditions and laws in regard to recreation, congestion in factories, homes, schools, etc.

13. They can encourage and enhance the citizenship reception.

14. They can publish handbills and leaflets in English and foreign languages.

15. They can encourage savings and investments in America, and run an Information Bureau to give and disseminate information of rents and savings, and show the evils of installment plans, borrowing money, advertisements, etc.

16. They can aim to secure an American standard of living in every way.

STATE DEPARTMENT OF AMERICANIZATION

CHAPTER VII

Delaware

A. R. Spaid, *Commissioner of Education,* Dover. Letter, October 25, 1919. Delaware School Code, 1919:

1. State Legislation — Compulsion for Minors

Law providing for compulsory school attendance of minors. Delaware School Code — 1919. *Article* 10.

2326-135. Section 187. Every parent, guardian or other person in this state having control of a child between the ages of seven and fourteen is required to and shall send such child to a free public school during the entire period of each year the free public schools of the county or the special school district in which said child resides are in session, unless it can be shown to the satisfaction, and witnessed by written endorsement, of the respective county superintendent of schools or to the respective superintendent of school of the given special school district that such child is elsewhere receiving regular and thorough instruction during such period in the studies taught in the free public schools of the state to children of the same age and stage of advancement. Provided that the county superintendent of schools and the superintendents of schools of special school districts, or persons duly authorized by such superintendents of schools, may excuse, subject to the rules and regulations of the state board of education, cases of necessary and legal absence of pupils enrolled in the public schools. Provided further that the provisions of this section shall not apply to children whose mental or physical condition, as attested by a physician's certificate, is such as to render the instruction above described inexpedient or impracticable. And provided further that private teachers in families, and principals and teachers in private schools and educational institutions, whose instruction in lieu of public school attendance has the written endorsement of the respective county superintendent of schools or of the superintendent of schools of the given special school district, may excuse, subject to the rules and regulations of the state board of education, cases of necessary and legal absence of pupils from school work, but such private teachers and such principals and teachers in private schools and educational institutions shall make,

to the respective county superintendent of schools or respective superintendent of schools of the given special school district, all reports on the attendance of children in their charge and under their instruction as may be required by the state board of education.

2326-136. Section 188. Every person, guardian, or other person in this state having control of a child fourteen years of age or fifteen years of age or sixteen years of age, who has not completed the work of the eighth grade of the free public schools, is required to and shall send such child to the free public schools of the county or special school district in which the child resides, not less than one hundred (100) days, as nearly consecutive as possible, beginning not later than November first, during the period of each year the free public school of the respective county or special school district are in session; and such child shall be sent to school the entire period of each year, the free public schools of the respective county or special school district are in session if not regularly or legally employed to labor at home or elsewhere, unless it can be shown to the satisfaction, and witnessed by written endorsement, of the county superintendent of schools or of the respective superintendent of schools of the given special school district that such child is elsewhere receiving regular and thorough instruction during such period in the studies taught in the free public schools of the state to children of the same age and stage of advancement. Provided that the provisions of this section shall not apply to children whose mental or physical condition, as attested by a physician's certificate, is such as to render the instruction above described inexpedient or impracticable.

Provided further that private teachers, principals and teachers in private schools and educational institutions shall make, to the respective county superintendent of schools or superintendent of schools of the given special school district, all reports on the attendance of such children in their charge and under their instruction as may be required by the state board of education.

2326-137. Section 189. For every neglect of duty imposed by sections 187 and 188 of this article on parents, guardians, or other persons, the parents, guardians, or other persons offending shall be guilty of a misdemeanor, and shall upon conviction thereof forfeit a fine of not less than five dollars ($5) or more than twenty-five dollars ($25) on first conviction, and a fine of not less than twenty-five dollars ($25) or more than fifty dollars ($50) for each sub-

sequent conviction, and in default of payment of said fine, the defendant may be committed to the county prison for a period not exceeding two (2) days for the conviction, and for a period not exceeding five (5) days for each subsequent conviction. Provided, however, that before such action shall be brought for any of the aforesaid penalties, the parent, guardian, or other person liable therefor, shall be notified in writing by the county superintendent of schools or by the superintendent of schools of the special district, according to the residence of the offending person, of such liability, and shall have opportunity, by compliance with the requirements of this article within three school days then and thereafter to avoid the imposition of (such) penalty. The mailing of such notice to the usual address of offending party shall be deemed sufficient under this article. But after such notice has been given, if the same child is absent from school three days or their equivalent in time during the remaining period of compulsory attendance, without excuse provided for by section 187 of this article, the parent, guardian, or person in parental relation, shall be liable to prosecution under this article without further notice.

2326-138. Section 190. The fines provided for by this article, shall when collected, be paid over by the officers collecting the same, to the treasurer of the county board of education or of the board of education, of the special school district, according to the residence of the person convicted, to be accounted for by such treasurer as other moneys raised for school purposes; such fines shall be collected by a process of law similar to the collection of other fines.

2326-139. Section 191. It shall be the duty of attendance officers to apprehend or arrest without warrant truants and those who fail to attend school in accordance with the provisions of sections 187 and 188 of this article. When an attendance officer apprehends or arrests a truant or other person, as herein set forth, he shall have power immediately to place him or her in the free public schools in which he or she is or should be enrolled; or to place such child, at the expense of the parent, guardian, or person in parental relation, under such private person, or in such private school or educational institution, as is provided for in section 187 of this article, when so requested.

2326-140. Section 192. The board of education of any county, on the recommendation of the county superintendent of schools,

and the board of education of any special school district, on the recommendation of its respective superintendent of schools, (either separately or jointly), may establish special schools for children who are habitual truants or who are insubordinate or disorderly during their attendance upon instruction in the free public schools, and may provide for the proper care, maintenance and instruction of such children in such schools and for such period of time as the respective board, on the recommendation of its respective superintendent of schools, may prescribe. But before the pupil shall be placed in such special school, the parent, guardian, or person in parental relation shall have opportunity to be heard.

2326-141. Section 193. All truancy and incorrigibility shall be deemed disorderly conduct, and in case no special school, as herein prescribed, has been established, the county superintendent of schools and the superintendents of schools of special school district shall proceed against such truant or incorrigible pupil as a disorderly person and upon conviction the pupil may be sentenced for a definite time to the Ferris Industrial School for Boys or Delaware Industrial School for Girls. The state treasurer shall pay to the authorities of the said school the sum of fifty cents (50c) per day, from money not otherwise appropriated, for each day such pupil is confined in said institution.

2326-142. Section 194. County superintendents of schools and superintendents of schools in special school district, or persons designated by such superintendents, shall issue employment certificates, permits and badges, and the principal or the head teacher of the several free public schools, and private teachers and the principal or head teacher of private schools or educational institutions provided for in section 187 of this article shall make out and sign such records as are required by the laws regulating child labor as provided by article 3 of chapter ninety, of the revised code.

2. State Legislation — English Language

Law Providing for Cumpulsory Use of English Language
Delaware School Code — 1919

2283. Section 11. English shall be the only language employed and taught in the first six grades of the elementary schools of and in the state, provided in case this provision is violated by individuals, private educational associations, corporations, or institutions, the state board of education shall take such legal action as will enjoin such violation.

3. Letter from State Commissioner

"The work of Americanization was in operation but six months last year and was carried on under the direction of the Service Citizens of Delaware. Should you desire more information than you find in this bulletin, you should write to Dr. Joseph H. Odell, Director of the Service Citizens of Delaware.

"I might say that the work is being carried on this year under the direction of the State Board of Education in so far as the supervision and teaching of the Americanization classes are concerned, the last General Assembly having appropriated $15,000 for the present year and a like sum for next year.

"The Service Citizens of Delaware continue to aid along those lines which are outside of regular teaching work.

"Our foreign-born element in Delaware is to be found largely in the City of Wilmington and only a very small Americanization class can be established anywhere else in the state.

"Personally I am of the opinion that if we are to be free from strikes and disturbances in the industrial centers, it will be necessary for the Federal Government and the several states of the Union to put forth much effort, backed by a great deal of money, in order that foreigners may be Americanized. So long as we have tens of thousands of workmen who do not speak the English language; who do not come in contact with the common citizens of this country; these men and women who have come from other countries having different forms of government and different habits, must either be instructed in our customs and ways and government or there can be no peace in our country."

"State Aid" Bill passed by Delaware General Assembly, March 17, 1919.

This bill provides for an appropriation of $15,000 per year for two years beginning January 1, 1919, to assist in the Americanization of the foreign-born non-English-speaking residents of the state. It provides that in any school district in the state where there are ten or more persons over sixteen years of age who do not speak the English language and who desire to learn it, the local school board may establish classes at a convenient time to teach the English language and the institutions and forms

of government of the United States and the State of Delaware. The teachers are employed by the local school boards and do not have to hold certificates as provided in the general school laws of the state.

4. Americanization in Delaware a State Policy

INITIATED BY THE DELAWARE STATE COUNCIL OF DEFENSE

"For the safety of the State,
For America, the Great,
And the Freedom of all the World."

PREPARED BY ESTHER EVERETT LAPE

AMERICA

Know you the meaning of all they are doing?
Know you the light that their soul is pursuing?
Know you the might of the world they are making,
This nation of nations whose heart is awaking?
What is these mingling of peoples and races?
Look at the wonder and joy in their faces!
Look how the folds of the union are spreading!
Look for the nations are come to their wedding.
How shall the fold of our tongue be afraid of it?
England was born of it. England was made of it.
Made of this welding of tribes into one,
This marriage of pilgrims that followed the sun!
Briton and Roman and Saxon were drawn
By winds of this Pentecost, out of the dawn,
Westward, to make her one people of many;
But here is a union more mighty than any.
Know you the soul of this deep exultation?
Know you the word that goes forth to this nation.
I am the breath of God. I am His Liberty.
Let there be light over all His creation.

—"The Avenue of the Allies," by Alfred Noyes.

(Courtesy of Delaware Americanization Committee)

Home Class Conducted Under the Auspices of the Delaware Americanization Committee

DELAWARE STATE COUNCIL OF DEFENSE

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a. NEED OF AMERICANIZATION IN DELAWARE

It took the war to make the United States realize the need for Americanizing the foreign-born residents or citizens in our midst — that is, for making them an integral part of our America. The war did not create this need; the foreign-born have been living here for years, isolated, lonely, discontented, cut off from the normal human and civic relations, depriving us of all social and philosophic fellowship with them, because they could not speak our language and we could not speak theirs. They did not understand what we would have been willing to do for them, and we could not understand what they wanted from this land. They want the ordinary sweet, simple human things — a chance to work a decent place in which to live and bring up their children, a little bit of land, a safe way of investing their savings, a chance of making themselves felt, in the unassuming and yet dignified way that ought to characterize a democracy. And what many a one got instead of that — many a thousand — was hard, brutalizing work with a bunk in a box-car or a camp boarding-house or a tenement for a home, often with high wages but no good way to spend them, with no one to take care of his money but immigrant bankers who often were not supervised by the state — a life where the man had no chance to have a family or a home, or take part in the affairs of the town in which he was living.

These conditions existed long before the war. The end of the war does not end them. They remain, to be remedied as swiftly as may be. The war only made them stand out in sharp relief against the nation's need.

This country's relation to its foreign-born residents is a particularly important situation at this moment. The restriction of immigration is already being urged; it has behind it the feeling calling for the exclusion of the hundreds of thousands of Germans that are said to be planning to come here; and it will be supported by the labor forces, and opposed by interests that want a large supply of labor available. Whether many foreigners will now want to leave Europe remains to be seen. Certain of the countries, ravaged by the war and needing men for their own rehabilitation, may pass measures restricting emigration. The number of men now here who will return to Europe, because they want to see what has happened in their old homes or because they will be able to get good wages there during the reconstruction period, or because they are drawn by the hope of finding in new republics over there the liberty they think they have failed to find here, also remains to be seen. Apparently there will be a movement of considerable importance, leading men who left their homes because they could have no freedom there, back to them now that freedom has come. The Bohemians, for instance, will go back in numbers to their new republic or whatever it may become — a free Bohemia, at least. The Poles, the Czecho-Slovaks and the Jugo-Slavs will undoubtedly return, to some extent. The love of an old race for its land and its nation, the devotion even of wanderers to the land from which they come, is desirable and noble. And yet when it is carried so far as to make the recent Polish convention in Detroit refer to the 4,000,000 Poles in this country as the "fourth part of Poland," the question arises as to what extent we can afford to permit foreigners to remain foreign while living in our country, or perhaps to HOW LONG we can afford to permit it.

Internationally, the whole subject of our relation to our foreign-born residents will come up for readjustment in the treaty revisions that will undoubtedly follow the end of the war. The terms on which aliens may live, their right to work and to conduct businesses, their claim to the protection of their treaty rights as against mob violence, the international effects attached to our conferring of citizenship, are all matters of moment now.

As a result of the international aspect this situation has taken on, our state laws affecting the foreign-born which now make varying and unequal provision on the education of adults in the English language and citizenship, the right to work and to hold property, will probably have to make way for a national policy insuring a uniform attitude throughout the United States toward the aliens here under the protection of the treaties it has made.

All these considerations make it imperative now to find out just what the situation in this country is, and to join state by state in a vast co-operative effort toward a genuine national policy of Americanization, not by "programs," not merely by laws and appropriations, but by a sincere new understanding of our national destiny. There is life, liberty, and happiness in the United States for us all.

Delaware is a fortunate state, in that its Americanization program is a manageable one. In certain of our industrial states, the percentage of foreign-born is so great and the degree of assimilation during the past ten or twenty years so low that these states now find themselves confronted with a situation that is almost overwhelming. Delaware is not one of these states. At the maximum, Delaware has a foreign-born population of between 25,000 and 30,000, not more. In 1910 there were in this state 17,492 foreign-born persons, comprising 8.6 per cent. of the population. In addition to this there were 25,873 others, or about 12 per cent. more, of foreign-born or mixed parentage.

In other words, about one-twelfth of the population of the state is made up of persons born in other countries, and one-eighth more of it is made up of persons born here of parents one or both of whom were foreign-born. Considering only the white population of the state, about 10 per cent. of it is foreign-born and 15 per cent. more native-born of foreign or mixed parentage.

Compared with Rhode Island, for instance, where 33.4 per cent. of the population is foreign-born and 36.6 per cent. more of foreign or mixed parentage; or with New York, where the percentages are 30.4 and 33.5, or with Massachusetts, where they are 31.6 per cent. and 35.2 per cent., the Delaware situation appears less grave. In point of numbers, it is a situation that probably could have been met at any time by the ordinary educational institutions of the state, if care had been taken to make them adequate, and that can still be met without undue straining or over-burdening of the state's resources or institutions, IF PROMPT ACTION BE TAKEN NOW.

The percentage of illiterates in Delaware, however, is high; in 1910 the total number of illiterates, i. e., persons ten years of age or over who cannot read or write in any language, was 13,240, or 8.1 per cent. of the population. Of these 3,525 were native white persons, 6,345 were colored, and 3,359 were foreign-born white persons. Leaving out the colored persons, about 4.1 per cent. of the white population of the state is illiterate. In Rhode Island it is 7.7 for the state; in Massachusetts it is 5.2 per cent., and in New York it is 5.5 per cent., as against 8.1 for Delaware.

DISTRIBUTION OF THE FOREIGN-BORN IN DELAWARE

The foreign-born in the state are almost entirely concentrated in the city of Wilmington, or in a few industries outside the limits of the city, but very near it, and in New Castle, several miles from Wilmington. At certain seasons of the year foreign-born workers are used in some of the canneries in the lower part of the state. These foreign-born men and women are migratory laborers, however, and usually are not residents of Delaware.

It is surprising to find that there are very few foreign-born persons living on farms throughout the state. The 1910 census reports only 410 foreign-born white farmers in Delaware, of the following races:

German	131
Irish	72
English	55
Canadian	52
Other Europeans	99
Non-enumerated	1
	410

Italians and Poles, making up by far the greater part of the foreign-born in the state, are presumably included in "other European." Both these races, especially the Italians, are eager to own a little land. Probably 90 per cent. of the Italians that come to this country understand farm work. In all immigrants, the immedate need for ready money, in wages, and the desire to be where there are other men and women speaking their own language, are powerful forces tending to keep the immigrants in cities and towns. The desire to own land, if it is only a little truck patch, is, however, equally strong; and in Delaware, where

land is good and is for sale, one would expect to find many immigrants scattered throughout the state, as hired men, tenants and owners. Undoubtedly the law forbidding aliens to own land, which was in force until 1911, has retarded the natural tendency of the immigrants to make their way out on the land; probably in the next few years enough immigrants will take advantage of the right of buying land to offset the decrease in the amount of improved land and land under cultivation that has been taking place for the last twenty-five years.

THE DIFFERENT RACES IN DELAWARE

Poles and Italians are the two leading races among the immigrants in Delaware. According to the 1910 census the different races here, by country of birth, are:

Austria	992
Canada (French)	63
Canada (other)	432
Cuba, etc.	20
Denmark	52
England	1,555
France	169
Germany	2,572
Greece	33
Holland	20
Hungary	247
Ireland	3,984
Italy	2,893
Norway	38
Roumania	39
Russia	3,428
Scotland	344
Sweden	332
Switzerland	78
Turkey	18
Wales	34
Other foreign countries	77

Until the alien census is completed, the number of persons now here who were born in countries where English is not spoken can only be estimated. From all available information, it is believed that there are now in the State of Delaware about 10,000 Poles

and Russians, 10,000 Italians, 1,000 Ruthenians, and smaller numbers of Greeks, Austrians and other races. It is said that there have been 3,000 Spaniards and Portuguese in the state during the last two years.

PREVIOUS AMERICANIZATION WORK IN THIS STATE

Very little has previously been done in Delaware toward the Americanization of the foreign-born residents of the state. The state has never had any state Americanization policy, nor has any legislation bearing upon this subject been enacted.

In 1916 an attempt was made in Wilmington to have Americanization classes conducted in the public schools, and an Americanization Committee was appointed to arouse public interest in the plan. The school authorities having refused to appropriate money for the classes, a sum was raised by public subscription, and the classes were opened. These classes were attended by 500 foreign-born adults. At the end of four months the sum raised by subscription was exhausted, and the Wilmington Board of Education asked the City Council for $1,500 to continue the classes. It was refused. The next year the Board asked for $2,500 for this purpose. It was refused. This year a request for $3,000 for 1918–19 was again refused. The Legislature of 1918 was also asked to appropriate $3,000 for Americanization work in the state; later the amount was reduced to $1,500. The bill did not pass.

It is evident that neither the lawmakers of the state, nor the general body of its citizens felt that there was any need for helping the foreign-born members of the community to obtain a firm footing in their new home. They knew that there were many immigrants in the state; they knew that many of them got into difficulties of one kind or another, and that hundreds of them could not speak or read English, and so could not learn the laws and ordinances and customs of the city or the state either from the newspapers or from talking with the native-born they might meet in the shop or on the street; and yet they did not realize that their governmental system and institutions ignored thousands of persons who had become a permanent part of the life of this community.

b. A SURVEY OF THE FIELD

When the State Defense Council began its Americanization work on the first of October, 1918, it realized that the state pro-

gram, both legislative and social, would have to be formulated and carried out in direct accord with the numbers of foreign-born living here, not in 1910, but now, the races they belong to, their distribution, the condition as permanent or as migratory workmen, their ownership of property here, and a number of other exceedingly important considerations. A survey of this kind could not be adequately made in a few weeks. It was decided that a thorough-going and accurate survey of all the conditions affecting the foreign-born in Delaware should be a definite part of the permanent Americanization program. In the meantime, however, it was obvious that a practicable program for the state did not need to wait, FOR ITS BEGINNING, upon the results of such a survey.

No survey was needed, for instance, to determine the fact that Delaware has right now a great number of unassimilated immigrants working and living within its borders. No survey was needed to determine the fact there is not a single public educational facility for the adult immigrant within the state. A very brief "survey" indeed showed that very few foreign-born men or women in Delaware attempt to become naturalized, or even apply for their first papers; in the eight years from 1910 to 1918 the State of Delaware naturalized only 967 foreign-born persons, and of these nearly 300 came from English-speaking countries.

The state Americanization program was therefore begun at once along certain fundamental and exceedingly necessary lines. The immediate program included a complete census of aliens, to furnish a basis for all plans. The additional survey, to cover a longer period of time, and to require the services of skilled persons in various fields, was planned to include:

1. The demand and supply of foreign-born workmen in the industries of the state, on a permanent basis.

2. The demand, supply and nature of housing facilities for foreign-born workmen in and around the various industries in Wilmington and throughout the state.

3. The possibilities of sound investments within this state for the savings of the foreign-born, and the extent to which these opportunities are used.

4. The use, tendency and character of the foreign language papers read in Delaware, whether printed in this state, or in New York, Philadelphia and other cities and their circulation, influence, editorial tendency, advertising control, etc.

5. Lands available either for sale or tenancy to foreign-born families, with a survey of both the availability and the demand.

6. A survey of the foreign language organizations and lodges in this state, their connection with national agencies, their actual purpose and actual influence, their tendency toward or away from Americanization.

7. The extent to which churches, national or racial organizations, political clubs, or any other agencies provide any educational opportunities for immigrants, either in the direction of learning English or of qualifying for admission to citizenship.

8. The extent to which aliens have become public charges upon the charitable or penal institutions of the state.

9. A study of each race in Wilmington separately, Poles, Italians, Ruthenians, Russians, Jews, Greeks, Spaniards, etc., with special reference to their relation to the present situation both here and in the old country, as to any division or difference among groups of the same race here in Delaware, the causes, etc.

10. A study of the religious influences prevailing among the various groups of foreign-born in Delaware, the strength of each organized congregation, and the attitude of one congregation to another when both deal with the same race (e. g., Orthodox and Reformed Jews, Polish Catholics and Polish Protestants).

This whole Delaware program, as initiated by the State Defense Council, is based upon the assumption that it is a long time program, to be adequately carried out in the state. The Council recommended that as the long time survey was made, definite and carefully worked out recommendations based upon each part of it should be submitted to the Defense Council or to the organization which should carry on the Americanization program after the State Defense Council's life should have been ended.

c. THE DELAWARE CENSUS OF ALIENS

The most economical and efficient way of taking the census seemed to be to take, through the industries, a census of foreign-born workmen, and to include in the record of each certain data about the number and personnel of their families. The result would ensure a card index of all foreign-born persons in the state.

The Defense Council made a list of all the industries of the state employing foreign-born workmen or likely to employ them. This included not only firms that employ several thousands or several hundreds, but also firms that employ two or three foreign-

born laborers. The list was prepared with the courteous assistance of the Chamber of Commerce, the Manufacturers' Association and the United States Employment Service. It is safe to assume that few, if any, firms employing any foreign-born men whatever were overlooked.

In addition to taking the census through the plants, it was necessary to extend it to cover a considerable number of foreign-born who are in business for themselves. Capable persons among the Greeks, Poles and Italians were therefore employed to make a systematic census of all members of their races in individual businesses in the city.

For the taking of the census, the Defense Council had printed in serial numbers the card reproduced below:

DELAWARE STATE COUNCIL OF DEFENSE

Alien Industrial Census Record

Plant. .....
Name. .....
Job. .....
Age. .....
Home address. .....
What language do you speak? .....
How long have you been in America? .....
Where born? .....
Have you been fully naturalized in the United States? .....
When? .....
If not, have you taken out first papers? .....
When? .....
Can you speak English? .....
Can you read or write your own language? .....
Can you write English? .....
Have you ever had any instruction in English or citizenship? .....
Where? .....
Have you a family in this city? .....
Have you a family in the old country? .....
Wife? ..... Husband? .....
How many children (give ages)? .....
Mother? .....
Father? .....

A representative of the State Defense Council went to see the men in charge of the larger industries of the state, explaining the purpose of the census, and outlining the necessity for having

employers support the state Americanization program both inside their own plant and outside in the community, if it was to be successful.

They were urged to support the state program, and to take the census as a first step, first as patriotic citizens interested in the safety and efficiency of the state and the nation, and secondly, as employers interested in securing and holding stable and efficient workmen and fellow citizens.

The Manufacturers' Association of Wilmington assisted in taking the alien industrial census with those industries listed in its membership. This co-operation, with that of the Chamber of Commerce and the Employment Service, facilitated the work.

RESULT OF ALIEN INDUSTRIAL CENSUS

As the results of the census came in, the returns were organized and analyzed for each plant on the following analysis sheet:

DELAWARE STATE COUNCIL OF DEFENSE

Alien Industrial Census Record

Plant. .....
Number of foreign-born employees. .....
Average age. .....
Men. ..... Women. ..... Married. .....
Single. .....
Number having families in Delaware. .....
Total number of persons in these families. .....
Number having families in the old country. .....
Number born in Poland. ..... Italy. .....
Greece. ..... Russia. ..... Ruthenia.
..... Czecho-Slovakia. ..... Spain. .....
Mexico. ..... S. America. ..... Germany.
..... British Isles. ..... Hungary. .....

In America	Less than 5 years	5–10 years	10–15 years	Over 15 years	Total
Number citizens	.....	.....	.....	.....	.....
Number declarants ..	.....	.....	.....	.....	.....
Others	.....	.....	.....	.....	.....
Total	.....	.....	.....	.....	.....

In America	Less than 5 years	5–10 years	10–15 years	Over 15 years	Total
Number speaking English	.....	.....	.....	.....	.....
Number illiterates ...	.....	.....	.....	.....	.....
Number who have had instruction	.....	.....	.....	.....	.....

When the census is completed it will show the following facts:

Total number of foreign-born workmen in the state.
Total number of workmen with families here.
Total number with families in the old country.
Total number in their families in the state.
Total foreign-born population of the state.
Total number naturalized.
Total number with first papers.
Total number still aliens.
Total number unable to speak English.
Total number unable to read or write their own language.
Total number of each race in the state.

The analysis sheet of the returns for three Wilmington industries, taken from those which had returned the census cards by the time this report had to go to press, are given here as an indication of what the completed census will show.

In one industry employing 227 foreign-born workmen, 216 have never been naturalized; 193 have not even taken out their first papers. Most of these have been in the country at least ten years. Only 36 of them are literate in the English language; 51 of them cannot even read and write their own language; 58 of them have families in the old country.

In another industry employing 96 foreign employees, 89 have never become citizens. Only two of them are literate in the English language, although 15 say they can speak English well enough to get around the city. Forty-four cannot even read or write their own language.

In a third industry employing 1,181 foreign-born employees, only 256 have been naturalized; 226 others had taken out their first papers; 699 have not even done that; 668 speak English, and 451 of these can write it; 213 cannot even read or write their own language; 513 do not speak English. The nationality of these men, or rather the language they speak, is as follows: Polish, 393; Italian, 273; English, 167; Spanish, 70; Russian, 63; Jewish, 57; German, 49; Greek, 40; Hungarian, 13; Swedish, 10; Finnish, 8; Mexican, 8; French, 6; Dutch, 5; Danish, 5; Belgian, 3; South American, (?)3; Roumanian, 2; Serbian, Czecho-Slovak, Syrian, Turkish, Norwegian, and Japanese, 1 each. Six hundred and forty-eight of these men have families in Delaware, and these families have 2,231 members. Over 1 per cent. of the whole population of the state is

represented by the families of the polyglot foreign-born workmen of this one plant. Over 1 per cent. of the present population of the state of Caesar Rodney and Secretary of State Bayard is made up by the families of this one group of men, speaking 24 languages, 523 of the men unable to speak English, and 925 of them aliens.

CHANGE IN THE SITUATION SINCE THE CENSUS WAS TAKEN

Most of the industries within the state are not war industries in the sense of having been created by the war. As a matter of fact, the need for foreign-born labor in Delaware is a relatively stable need, except on construction projects. Most of the industries during the war needed more foreign-born labor than they could get. At the present moment there are too many fluctuating factors in the situation to make it wise or safe to make any statement as to the need at present for foreign-born labor.

It is true, however, that with the reduction of over-time work, a number of alien workmen have become discontented and are leaving the state. Many others are making their way to New York preparatory to sailing for the old country as soon as the bars on travel are lifted. At present the situation seems to be this: there is a distinct movement of unskilled labor away from the state; and there will be a shortage of foreign-born labor.

DIRECT USE OF CENSUS

The data secured from the census will constitute a substantial description of the alien situation in this state. The census serves the four following purposes:

(1) It shows citizens in Delaware in general what the Americanization problem is and therefore indicates the means of going to work to solve it.

(2) It furnishes data to be presented to the Legislature in explanation of the Americanization bills that are to be proposed; it shows the Legislature that it is dealing with an actual condition, and not a theory.

(3) It will show the employers of the state, when presented to them at the Industrial Conference, what the alien labor situation here is. It also gives employers actual information as to the number of alien workmen who would be affected by a competent state Americanization program.

(4) It furnishes data for an intelligent campaign to reach the non-English-speaking and unnaturalized, and makes it possible

to organize a state educational program and Americanization classes in a practical and scientific, rather than a haphazard, manner. The night school campaign scheduled for January is to be based entirely on the census. It shows the men to be reached, where they live, what kind of classes they need, and in what neighborhood. It makes it possible to do district campaign work and actually to organize classes, rather than simply issue a general invitation and carry on merely a publicity campaign.

More and more it is becoming clear that Americanization is a practical matter, and that all Americanization work, whether official or unofficial, must be based upon the definitely ascertained problem in the locality — the number there, their degree of education, their particular need, their place of residence, and of work. It is worth while to expend considerable time and a considerable amount of energy in laying this scientific foundation, based upon the facts of the local situation. Without such a basis, an "Americanization program" will not justify the time and money a community puts into it.

d. INDUSTRIAL AMERICANIZATION IN DELAWARE

When the Americanization Committee first began its industrial Americanization work, it became aware of certain conditions too significant to be passed by in silence. Many of these conditions are not susceptible of proof at this time. They must be presented rather as impressions. They should at least be presented as questions of the first importance, which those interested in the welfare of Delaware should consider carefully and to which they must some day find an answer.

In the first place, is Delaware really progressing industrially? Considering its industrial facilities, its location, the nature of its industries, its waterways, and its railroad connections, is it attracting to the state as many progressive industries as it might be expected to attract within a given number of years?

To get the right kind of workmen and the right kind of population in the state it is first necessary to get and hold the right kind of industries. This is why the question raised above is a matter of the first industrial importance in the State of Delaware.

And when we have the industries, are we in line to get the best workmen and to keep them here when we do get them? The making of a town depends upon CONSTANTLY GROWING industries, upon the steady cumulative growth of years, not upon

a few spasmodic periods of high wages and great production produced, perhaps, by a national situation. After all, it is local initiative and local production that count in the building up of communities. Is it possible that some of the industries of Delaware may be declining on account of their labor supply? Is is possible that certain Delaware employers may be following methods of getting labor and keeping it, which were successful in the old days, but which cannot be successful now? We now have a highly developed labor market, speaking nationally. In order for an employer to get and hold the right kind of labor supply, he has to understand the movement of labor and to note and observe the changes in its tendency. The time is past when an employer could confine his outlook to his own business and to his own community, and trust to a labor agent or a padrone to get him more help when he needs it. It has all become a bigger and more competitive matter. A man has to look ahead for his labor supply, and to devise means of keeping it in the community. The most hard-headed men have come to see that the way to attract workmen is TO ATTACH THEM TO THE COMMUNITY. For a state like Delaware, this truth is more important than it is for larger states and cities which are more naturally on the highway of labor, over which men come and go continually.

Just as "industrial management" and many of the efficiency methods, once scorned and despised by the conservative employer, have proved themselves to be a practical means of increasing production and of stabilizing business organization, so a more far-seeing policy in the matter of getting and keeping labor is fast becoming the practical test by which a local industry stands or falls. The man who says, helplessly, "We cannot get labor," is out of the current. There are ways of getting labor, but they are no longer the old aggressive way of bidding higher than other employers, or of dealing with padroni or of depending upon spasmodic boosts in a community; the way to get and to keep labor is to make the business one in which men want to stay, and the community one in which they want to bring up their families.

In the development of the State of Delaware, there is no more important consideration than this at this time. The employers of Delaware need to get together to consider the means of bringing to the state industries they would like to have here; to consider whether, IN A STATE-WIDE WAY, they are geting the kind

of labor which the state needs; to consider whether their workmen, once they have got them, have living and working and housing and schooling conditions which will make them content to stay here with their wives and children and help to build up the industry to which they are attached and the community in which they live.

There is, further, the question of industrial relations. What is the "labor situation" in Delaware? An earnest inquirer will find here many different answers to this question. We suggest that if he is really in earnest he take none of these answers, but that he go around among the various industries of the state and see with his own eyes. Delaware is full of smouldering industrial unrest, in which the alien workman plays a large part. In several plants, which apparently have no open difficulties, there have been seen lately ominous signs. The workmen, and especially foreign-born workmen, have been receiving wages beyond their imaginations. They have an increased sense of their own importance. They do not care whether they go or stay in a particular industry. The employer, unable to deal with them in their own language, without understanding of their point of view, of their attitude or their status in America, sees their arrogant attitude and despises them accordingly. In not a few cases, he tolerates them as a necessary evil only. If he could replace them, he would. The general manager of a successful industry here, which has not been at all associated in the public mind with labor difficulties, said the other day that he thought the men would rather tear down the plant than build it up. The difficulty is now below the surface. It does not yet appear. Neither in that plant or in a number of others has it come to any open conflict. But what a foundation! Tell such employers abruptly that the trouble is lack of Americanization, and they will look at you with pity; and yet in the next breath they will admit that if they could talk to the men in their own language, if they could explain to them, deal with them, treat with them, the situation would be different. It is not entirely a matter of language, of course; but the different language is a symbol of other racial disparities and differences, which continually promote difficulties between employers and employees, and which, if continued, can lead only to industrial dissatisfaction in the State of Delaware, or wherever else it is found.

Some employers take it out in throwing up their hands and in cursing the scum of Europe. A few enlightened employers, however, see that they can control this situation just as they have controlled many other difficulties in business by an enlightened, co-operative policy. They understand that men who are not American in language and in industrial standards cannot make good workmen, either in spirit or in production. Give the men the opportunity to learn the language and acquire the standards. After six months of such a policy in his plant, any employer can tell which of the men he wants to discharge, and which he wants to keep. Most of them he will want to keep.

Letting the situation alone means leaving it to the I. W. W. and to other forces of disintegration. Radical agents depend always upon the ignorance of the men as their chief asset for their purposes. As soon as the man understands English and has some glimmering of American ideals and becomes attached to some given community, he is a less hopeful prospect for the I. W. W.

The foregoing reasons are behind the proposed industrial Americanization program in the State of Delaware.

The Industrial Conference

To consider all these questions, and especially to consider the practicability for Delaware industries of various Americanization policies inside the plant, which have worked in other places, the State Defense Council planned to call in October an industrial conference of the chief executives of all the industries in the state employing foreign-born workmen. The influenza epidemic made the conference impracticable for a period of six weeks. Then came the announcement of peace, and the realization on the part of the Defense Council that certain features of its Americanization program might wisely be handed over to other organizations more quickly than had been anticipated. The Service Citizens of Delaware expressed its willingness to take over the Americanization industrial conference.

The conference was therefore held on December 17. It was called under the auspices of the Service Citizens, of which Mr. Pierre S. du Pont is the president. The following letter of invitation was sent out:

> "In all our civic and educational plans for a better Delaware after the war, the industrial men of the state have now an immediate responsibility. One of the greatest of our

'reconstruction' problems is the need for bringing to the state, and keeping here, both the best kind of industries and the best kind of workmen.

"Foreign-born workmen have contributed largely to the development of Delaware. They have not, however, in any large degree been made a part of the state itself. At present there seems to be a distinct movement of foreign-born labor away from the state. Some are going temporarily to the old country; others are simply shifting here. Industrial Americanization is, therefore, our immediate concern.

"Moreover, Americanization — which is the process of genuinely assimilating the foreign-born into our society and our citizenship, as well as into our industries — has been presented to Delaware, as to other industrial states, by the national government as a matter of the first importance. At the call of Secretary Lane, an Americanization program was begun in the state as a war measure, under the auspices of the State Defense Council. So far as industries are concerned, the Service Citizens has now taken over this program.

"The program of the industrial conference to which you are invited, will be entirely definite. Certain data will be presented concerning the practicability of an immediate Americanization program within the individual plants. I hope that we may count upon you to be present and to assist in working out a definite state policy for the Americanization of the foreign-born, as one factor in the industrial development of Delaware and a better citizenship in this state.

"Very sincerely,

"PIERRE S. DU PONT."

Those present at the conference included, in addition to the Governor and Secretary of State, the chief executives of some 100 industries in the state, bankers interested in the placing of immigrant savings within the state, educational authorities in the state and naturalization officers, officers of the Service Citizens, and members of the State Defense Council.

The industrial conference aimed to secure agreement among employers to regard "Americanization" as a practical problem of industrial organization rather than as a matter of industrial "welfare," as the term is usually understood. It aimed to secure deliberate consideration of policy by which the State of Delaware

shall get AND HOLD a good type of immigrant workmen and attach them to the community by offering them (1) adequate housing; (2) education in English and citizenship; (3) an opportunity to go upon the land; (4) facilities for sound investment within this state.

The material presented at the conference included the following:

1. The need of a more aggressive interest in Delaware in getting to the state and keeping here the right kind of industries and the right kind of labor, both skilled and unskilled. The need of building up population and citizenship at the same time we are building up our labor force. In short, the need of stabilizing the right kind of workmen here, in the interests of the community as well as of the industrial development.

2. The foreign-born labor situation in Delaware now. Analysis of returns from alien industrial census, so far as completed.

3. The national program of Americanization. The pending Federal bill, S. 4987, introduced in Congress in October, 1918.

4. State action on Americanization. Review of Americanization legislation in New York, Wisconsin, Arizona, California, Massachusetts.

5. Delaware's need of the foreign-born after the war, in its citizenship as well as in its industries.

6. The industrial and social menace of the unassimilated immigrant workmen — in increasing the turnover of labor, in lowering industrial standards, in spreading seditious propaganda, in making workmen the dupes of unscrupulous agitators, in lowering the standard of living of communities.

7. The Delaware Americanization program in full, both educational and industrial, as proposed by the Service Citizens.

Discussion of bills to be presented at the next Legislature, especially the possibility of a bill providing for state aid for education.

8. Definite industrial Americanization work as carried on and reported upon in various cities by industrial plants.

The conference was held at a dinner at the du Pont Hotel.

INDUSTRIAL AMERICANIZATION PROGRAM PRESENTED TO INDIVIDUAL INDUSTRIES

In addition to the support which every industry was asked to give to the general state Americanization program, each industry

was asked to consider whether the following Americanization program could be adapted to the conditions of the particular plant:

PLANT CENSUS OF FOREIGN-BORN EMPLOYEES

1. That following the alien census already taken for the State Defense Council the plant adopt a policy of keeping a constantly accurate record of its foreign-born employees as a working basis.

Each plant should note carefully its turnover of foreign-born labor and the particular reason for it. It is only when each plant, individually, adopts such a policy that we shall be able to arrive at a state industrial policy which will give this state control of the foreign-born labor situation.

AMERICANIZATION REPRESENTATIVE IN EACH PLANT

2. That each plant appoint one of its chief executives as its Americanization representative, charged with all matters relating to an Americanization policy within the plant and with co-operating with the state Americanization program. It is particularly important that this representative be an executive with authority in all departments of the plant's work. Americanization work is not a matter of the welfare department only, or of the employment department only. It is a matter of employment, supervision, inspection and personnel. If Americanization is relegated to welfare work merely, it soon becomes ineffective.

This should not be merely a nominal appointment. The appointee should be a man with a broad industrial outlook, capable of looking at the whole matter of alien labor from the point of view of state welfare and capable of seeing that Americanization is a two-fold matter — that it carries a practical industrial advantage, and is also a means of producing better citizenship in the communities of this state.

The Americanization representatives of the various plants of the state employing foreign-born labor should form a group capable of putting into practical effect a definite Americanization policy. No indefinite proposal should be put up to this group and their time should not be taken for general discussions except where plans can be put into practical operation.

PLANT COMMITTEES

3. In every plant there should be associated with the Americanization representative a group of foreign-born workmen consisting of representatives of all the races, chosen by the men them-

selves. This committee should be the agency through which the Americanization policy, the night school campaign and all other matters should be promoted inside the plant. It should not be allowed to become a dead committee. It should follow up the night attendance of the men by a regular record system. It should follow up the naturalization of the men. Its work should be exceedingly definite and constant.

CO-OPERATION IN NIGHT SCHOOL CAMPAIGN

4. Each plant with foreign-born workmen should undertake a definite responsibility in the night school campaign in January. They should be given a list of the men in their plant who do not speak English and who are not citizens, and should assist in the campaign, not merely by putting up posters in the plant, but by getting in touch with these men personally and asking them whether they will actually enroll in definite classes at particular schools — names and locations to be given. The returns of this canvass within the plant should be handed to those in charge of the campaign.

FACTORY CLASSES

5. After the plant has found out how many men who need the work can be enrolled in the public night schools, it should survey the remainder. It will be found that many of the men will not be able to enroll in the night schools because of certain home conditions. In this case the plant should be asked to determine whether factory classes cannot be held in the plant either on employer's time or just after the shift. These classes should be public school classes. The facilities — a decent light and comfortable place, a blackboard, etc.— should be supplied by the industries. The teacher should be supplied and paid by the public school system and the factory classes should come under the same supervision as that accorded the rest of the Americanization work in the state.

POLICY OF PREFERRING MEN THAT LEARN ENGLISH AND BECOME CITIZENS

6. Throughout the plant there should be a distinct attempt to let it be known that men who are learning English and preparing for citizenship are preferred by the management. These men should be the first in line for promotion. They should understand that the industry wishes to be 100 per cent. American,

and that the plant is most interested in workmen who understand and wish to assume the obligations and the privileges of American citizenship. Notices should be posted in the plant to this effect. More important, however, than the posting of notices is the creation of an unmistakable sentiment, honestly felt by the employer and known to his workmen, that he wants his men to learn English, to become qualified for American citizenship, to assume social responsibilities in their city and to take their part in developing and defending the country in which they live.

e. TRAINING COURSE FOR TEACHERS

"THE AMERICANIZATION INSTITUTE"

The opening of Americanization schools had to be preceded by three things: (1) Arrangement for paying for them through public or private funds; (2) a definite night school campaign to arouse interest and to bring out the members of the classes; and (3) the training of teachers to conduct the classes when they are formed.

It was obvious that the training of teachers should precede the opening of classes. It has been proved over and over again that the reason why a great deal of educational Americanization work has been unsuccessful is the lack of trained teachers. In the work of teaching adult immigrants, no assumption is more dangerous than that any well disposed person can do the teaching, or even that any teacher can do the teaching.

Those who teach adult immigrants successfully must understand, at least in a general way, the conditions and tendencies of the different races, their manner of living in the old country, the reasons for coming to America, the economic basis of their life here, the religious forces that control various groups, the nature of their relation to the old country, and the present political conditions there. They must also understand what leadership exists among the various groups in their communities, and how to enlist that leadership in whatever Americanization work is planned. AMERICANIZATION IS ABOVE ALL ELSE A CO-OPERATIVE ACTIVITY; IMPOSE IT UPON THE FOREIGNER, AND HE WILL REPUDIATE IT; PLAN IT WITH HIM, AND HE WILL CARRY HIS SHARE OF THE LOAD.

The State Defense Council planned to carry on the training course in direct co-operation with the Wilmington Board of Education, in accordance with the policy of the Council throughout

to back the authorized public activities of the state in whatever work concerned the functions of established official agencies. It was recognized that the Americanization schools would be ultimately carried on by the Wilmington Board of Education, and that the matter of fitting the teachers to do the work, so far as it was a professional matter, should rest with the Board of Education. The course and the selection of lecturers were, therefore, worked out with the co-operation of the Board of Education and approved by it.

LENGTH OF COURSE

It was decided to hold the course through a period of six weeks from November 12 to December 21, or a total of twenty-six sessions. Lectures from one and a quarter to two hours in length were given on Tuesday, Wednesday, Thursday and Friday evenings. Five round table conferences were held on Saturday mornings.

ENROLLMENT

One hundred and sixty-eight persons enrolled for the course — a very large enrollment as compared with some of our training institutes held in other states. A large number of those enrolled were public school teachers. The course was open, however, to other persons as well, and visitors who did not intend to apply for certificates were also permitted to attend.

CERTIFICATE

A certificate was awarded to regularly enrolled members of the course who attended 75 per cent. of the sessions, passed all tests and gave satisfactory evidence of ability as actual teachers. The Board of Education announced that it would prefer holders of certificates for appointment in any Americanization schools or classes to be instituted later.

MATERIAL COVERED IN THE COURSE

The following material was covered in the course:

I. INTRODUCTION TO WORK

The meaning of Americanization.
The fields of Americanization.
- Educational.
- Industrial.
- Social.
- Political.

The agents of Americanization.
  The public school.
  The industry.
  Community institutions.
  The neighborhood life.
The national program for Americanization.
National and state legislation for Americanization.
The State Defense Council's opportunity.
Americanization survey in Delaware.
The Americanization program of the Delaware State Defense Council.

II. PRINCIPLES OF WORK

Recognition of racial backgrounds.
Recognition of the economic aspects in Americanization.
Recognition of relation of the American conception of citizenship to practical Americanization work.
Present need for definite national standards for state and community work

III. ORGANIZATION FOR WORK

Americanization surveys; best methods of organizing and securing necessary community data for Americanization work.
Mobilizing of state forces in line with national authorities.
Mobilizing of community forces for Americanization.
Relating the community's educational Americanization work through the public schools to the general community Americanization program and the industrial Americanization program.
Making the school into a neighborhood Americanization agency.
Organization of a successful night school.
Establishment of standard qualifications for teachers of the adult foreign-born.
The organization of classes; bases of classification.
Organization of industrial Americanization programs in plants in co-operation with the system of public education.
Organization of special social and educational work among foreign-born women.

IV. METHODS OF WORK (FOR TEACHERS)

Methods of teaching English.

Analysis and illustration of various methods and history of their use.

Methods of teaching civics.

Practical methods of co-operating with the courts in naturalization.

The first two and a half weeks of the course covered the material indicated in Sections I, II and III of this outline. The rest of the period was spent on actual working methods. The working methods were given by A. W. Castle, Assistant Superintendent of Schools, Cleveland; Harriet P. Dow, formerly with the New Jersey Zinc Company, lecturer on methods in recent training institutes in New York; Arthur W. Dunn, Federal Bureau of Education; H. H. Goldberger, Teachers' College, Columbia University, and Margaret Maguire, Principal McCall School, Philadelphia.

The general introductory material, the principles of the work and its legal aspects were covered by Dr. John Grier Hibben, President of Princeton University; Frances A. Kellor, special advisor to the Federal Commissioner of Education; Alexander Massell, Principal of Evening School 27, New York City; Raymond Moley, Director of Americanization, Ohio State Defense Council; Dr. Angelo Patri, Principal of Public School 45, New York City; Dr. Nathan Peyser, Director of the Educational Alliance, New York City; Elizabeth F. Read, of the New York Bar; William C. Smith, State Supervisor of Immigrant Education, University of the State of New York, and Mary De G. Trenholm, head worker, East Side House Settlement, New York City.

We believe that the training of teachers will become increasingly fundamental in Americanization work. Delaware feels that the training course more than accomplished the object for which it was instituted. We do not submit the Delaware course as a model. We should make many improvements in it were it to be given again.

Every training course should be regarded not as a thing in itself, but as a beginning. In the State of Delaware, efforts are being made to have a permanent training course of this kind carried on in a state educational institution. It is also urged that after the Americanization schools are begun a permanent confer-

ence should be instituted among those who are doing the actual teaching of the foreign-born. This conference should meet once a week, at first, for the discussion of problems and the ways of meeting them.

f. THE NIGHT SCHOOL CAMPAIGN

As a result of the Americanization Institute, very considerable interest in Americanization work was aroused among the native-born and among the leaders of the foreign born. The next step was to carry over this spirit of interest and co-operation to the rank and file of the foreign-born in the city and the state.

The alien census will be used as the basis of the work. By its use classes may be organized on the basis of the actual conditions.

This is planned, first of all, through a night school campaign scheduled for January — a vigorous, concerted movement to make every foreign-born person know that classes are to be held in which he or she may learn English and civics, and to make them see the advantages of attending the classes.

BASIS OF WORK IN THE CAMPAIGN

The alien census will be used as the basis of the work. By its use classes may be organized on the basis of the actual conditions.

ASSISTANCE OF RACIAL GROUPS

Before the night school campaign is begun there will be a meeting of the racial groups (described later) who will guide and manage a large part of the work. Although an attempt will be made to enlist as many native-born workers as possible, the real purpose of the campaign is to reach the foreign-born men and women rather than to arouse general interest in Americanization among the native-born.

DISTRICTING OF CITY

By the plan that has been devised, the names listed in the alien census will be divided according to districts into which the city has been divided. The Board of Education is to decide which rooms in each school building in each district can be used for classes.

REACHING THE WORKMAN

So far as possible, we want to reach every foreign-born workman and his family in two ways — through his home and through

his work. Every workman listed in the census will receive a letter asking him to make a determined attempt this winter and spring to attend the classes. The ways in which his interest may be aroused at the plant have already been indicated. The letter will be followed by a visit to his house.

HOUSE TO HOUSE WORK

A corps of volunteer workers will be appointed, each of whom will be given a definite list of names of foreign-born workmen to visit. The worker who goes to a man's home will know where the most convenient class for that man will be located. The workers can thus definitely organize the classes as they go about visiting the homes assigned to them.

PUBLICITY

Every effort will be made to bring this campaign to the attention of every foreign-born or non-English-speaking person in the state. Newspaper articles will be sent out to both English and foreign language papers. Posters will be put up in public places, on billboards and in plants. Moving picture theatres will be asked to show slides announcing the classes, churches will be asked to make announcements, and cards will be sent into the homes through the school children and in books taken out from the public libraries. The house to house workers will go to the foreign-born on the theory that their interests are our interests and that we are working together in an attempt to get a better understanding and a more intelligent and more democratic relationship.

g. AMERICANIZATION SCHOOLS

The Defense Council's plan includes a six months' state experiment in evening schools to be held from January 15th to June 15th. It is hoped that the coming of peace will in no way interfere with the experiment.

The essential feature, the indispensable factor in making these classes a success, is that a competent supervisor, experienced in immigrant education, familiar not only with the necessary technique, but also understanding the real meaning of Americanization, should be placed in charge of them. A supervisor for the entire adult immigrant education work should be appointed on public funds, if possible, but if public funds are not at once available the enterprise should be underwritten.

The Americanization classes, if started as scheduled, will have trained teachers with a sympathetic point of view, as well as a certain knowledge of methods, thanks to the Americanization Institute. They will also have the support of an interested Board of Education and Superintendent of Schools, eager to further the work in every way. They will, however, have the disadvantage of being operated on private instead of public funds, unless the state aid bill goes through during the first week of the General Assembly. Further, the classes will be held in schools not all prepared to receive adults, but equipped only with small seats for children, and they will be begun without those public recreation facilities which in other cities have been found essential in successful night school work among the foreign-born.

ORGANIZATION OF CLASSES

It is proposed to conduct classes three nights a week, with a fourth night for recreation. Classes for women will be organized for the afternoons. It is recognized that special attention must be given to the organizing of the work for women, and the instruction in English in the women's classes must be connected with their household interests.

POLICY TO BE WORKED OUT

These Americanization classes in Wilmington should be regarded constantly as in the experimental stage. Under able leadership, and with competent and interested teachers, these classes should, in the period from January to June, be the means of working out a really constructive Americanization policy in the field of education for the city and for the state.

The round table conference of teachers begun in the Americanization Institute should be continued under the direction of the supervisor of immigrant education. There cannot help being a permanent and profitable result if the teachers who are doing the actual work in the Americanization classes meet once a week or once every two weeks to discuss in detail such subjects as follow: Reasons for dropping off in attendance; successful methods of bringing in new members; ways of reaching the women; ways of interesting the whole family in the school; comments on textbooks; successful devices discovered by any individual teacher; proportionate time given to recreation; co-operation with racial organizations in the neighborhood on special festival occasions.

h. "EMERGENCY" ENGLISH SCHOOLS

THE MILITARY ENGLISH EXPERIMENT

In Delaware, as elsewhere throughout the country, a number of men who could not speak English were called into military service. Some of these were men who waived their right to exemption as aliens in order to go and fight under our flag. Others were men who had sufficiently convinced the court of their ability to speak English to secure naturalization papers, but who, as a matter of fact, could not speak or understand English well enough to be put through a simple military drill. In the first selective draft it was found that there were 700,000 illiterate men in this country between 21 and 31 years of age, about 40,000 of whom were actually called into service. In all the cantonments it was found necessary to organize classes for a battalion of men who could not speak English sufficiently to go through a drill or to perform even the simplest commands.

The Provost Marshal General and the Department of the Interior issued a request that so far as possible in all communities non-English-speaking men be given a working knowledge of military English before they went to camp.

Most of the non-English-speaking men in Delaware subject to the draft were in Wilmington. The State Defense Council, therefore, concentrated its work on the four draft boards there. Throughout this whole experiment the Defense Council had the whole-hearted co-operation of the adjutant general of the state, the draft boards and the boards of instruction. The work proceeded as follows:

By courtesy of the Adjutant General, workers for the State Defense Council were permitted early in October to copy the names of the non-English-speaking men from the questionnaires. As the questionnaires indicate whether the man speaks English and whether he speaks other languages, and also show whether or not he is a citizen, intelligent workers were easily able to get the information desired.

Six hundred and two names were secured, 156 were in Class 1 and the rest in Class 5. A number of those in Class 5 were Greeks and Italians who by the terms of the recent conventions for reciprocal military service with Greece and Italy became liable to be automatically moved up in to Class 1. Foreign-born men in Class 4, that is, men with dependents, were not listed, as there was no probability that they would be called for service.

To each one of the 602 men the State Defense Council and the board of instruction sent out a letter asking them to come to the Federal courtroom on October 25th to be organized into classes for learning military or camp English. The local boards, at the suggestion of the Defense Council, sent to each man under their jurisdiction a letter seconding this request.

TEACHERS FOR THE MEN

Before the meeting the State Defense Council organized a corps of teachers, several of whom were men of experience in the work and one or two of whom spoke the languages of the men.

TEXT-BOOK FOR MILITARY ENGLISH

After a survey of all the material used in the various cantonments, it was decided that the set of fifty-four lessons used at Camp Upton was most practicable, both from the point of view of giving the men an English vocabulary, and from the point of view of instructing them in the camp routine, which was what they most needed to know. The War Department was issuing to the boards of instruction throughout the country a set of lessons which was found to be the Camp Upton set, slightly edited. These were procured from Washington in readiness for the classes. The use of the Federal courtroom was secured for the initial meeting. It was felt to be important that the men should realize that in thus coming to learn English they were answering a national call. Over 300 men responded. A very considerable number of others sent in explanations as to why they could not come — usually because they were on night shifts in some of the big plants.

One man wrote:

> "I got your letter yesterday about me Coming to school But Being I am working at night time I Can not be there I am working nights at the DuPont. at Deep water plant. Well let me no how I must do. For I am working nights and day I must sleep and go to work at 2'30 clock."

If the work had gone on it was the intention of the Defense Council to try to arrange with the various industries to have the non-English-speaking men used on shifts that would make their attendance at the classes possible. If this could not be done, a few day classes for the men who could not come in the evenings were to be given.

The most significant fact about that first meeting of non-English-speaking drafted men was the general interest which the men showed. Many of them had been in the country and the state a number of years, and yet they did not have even a working knowledge of simple English. Perhaps the most significant of the several talks at the meeting were those given by several foreign-born soldiers stationed in the neighborhood, who spoke to their countrymen in their native languages and explained to them the advantage of knowing English before they went to camp. The men were then organized into groups according to nationality and according to the section of the city in which they lived. The Defense Council arranged with the Wilmington Board of Education which schools should be used for these classes; in one or two sections where there were particularly large numbers of men and where proper school facilities were not available, additional rooms were prepared for use in the Federal employment offices and in the Y. M. C. A.

The experiment, however, was never really tested, for the classes had hardly been fully organized and put into operation when the announcement of peace came. Obviously teaching military English to these men was no longer necessary. A letter was sent to every man asking him whether he wished to continue in a class to learn ordinary English. About fifty of the men wished to remain.

Meanwhile a group of Poles who had been interested in starting a class under the auspices of the Defense Council, continued to increase rather than diminish their attendance rate. Altogether there are about 100 men still enrolled in these emergency classes. The State Defense Council felt it unwise flatly to discontinue this teaching simply because the regular Americanization classes would not be open until January. New text-books were secured and ordinary English substituted for military English. As a result of this experiment thus suddenly ended by peace, the State Defense Council was more convinced than ever that there would be a genuine response if adequate facilities for teaching English and preparing for citizenship were established in Wilmington.

One other result is distinctly worth noting, the Polish class that has already been mentioned. The State Defense Council takes no credit for the successful organization of this Polish class. The class was inspired by the Defense Council program, but the direct work of organization was done by the Polish organizations themselves. The Defense Council believes that this reaffirms a

very important principle in Americanization work; the foreign-born groups do not wish to have the native-born impose classes upon them. They wish to have a voice in the organization of the work, and perhaps a voice in determining just what shall be taught. They know their own needs. If we would more frequently adopt this policy of working with the foreign-born groups in trying to evolve an educational policy for adults, we should be more uniformly successful than we are.

i. RACIAL CO-OPERATION

Every foreign-born group in any industrial center has or soon builds up a variety of organizations. Some of these are lodges or benefit associations with a few practical functions; others are political, or philosophical. Occasionally the organizations are interested in Americanization as a main object.

In Wilmington, for example, the Poles and Italians each have, in addition to their churches, twelve or more associations of various kinds.

The State Defense Council will choose as its co-operating bodies a group of persons from each race. These will include the heads of the various organizations, and the clergy, and occasionally an individual of marked strength or leadership, even if not connected with a formal organization. Where there are factions or different groups in the same race, the Defense Council will try to secure representatives from both factions. A meeting of all the groups which had been planned was postponed when peace was declared, and the various groups will not be called together until the definite Americanization program can be placed before them. The organized assistance of these groups within every race is depended on to make the night school campaign successful. They will be the chief advisors and the chief workers.

Representatives of the Italians, Poles, and Greeks assisted the Americanization Committee in all the work described in the bulletin.

j. PROPOSED STATE LEGISLATION

For years in America the great question in adult immigrant education has been the problem of who is to pay for it. In many industrial communities where the prosperity is built up on foreign-born labor, the taxpayer has greatly resented any assumption that his taxes should cover the education of the foreign-born in his community. This is undoubtedly the reason why the education

of the adult immigrant is even yet not uniformly regarded as an entirely legitimate function of the system of public education. The taxpayer argues that so long as the educational facilities for children are not ideal in the community, it is unwarranted to spend money for night schools for adults from some other country.

Here and there states and communities are beginning to look upon the matter in a new light. Local boards of education have within the past few years, in a number of instances, increased their appropriations for Americanization classes. The City of Detroit is now spending $100,000 a year for them. A few years ago it was spending only $35,000. The State of New York, though it gives very little "state aid" to industrial communities in the matter of adult immigrant education, last spring by an act of the Legislature appropriated $20,000 to train teachers capable of teaching adult immigrants well. The State of Arizona last spring passed a bill appropriating $25,000 as "state aid" to communities for the purpose of teaching the non-English-speaking residents of the state.

The ideal form of educational legislation is contained in the bill introduced in Congress last October by Senator Hoke Smith (S. 4987). It provides for annual appropriations amounting to $100,000,000, provided sums in equal amounts be appropriated by the states, for the purpose of aiding the states to carry on more successfully certain types of education which most vitally affect our national welfare. The provisions include $7,500,000 annually for the removal of illiteracy, the same amount for the Americanization of foreigners, and $50,000,000 for the equalization of educational opportunities within the several states, particularly in rural and village schools.

Delaware had 9,870 illiterates ten years of age and over in 1910. The Federal allotment, under this bill, for these illiterates would amount to $19,680.78, which the state would have to equal. This plan, it is stated, would eliminate illiteracy from the state within ten years.

Delaware had 17,492 immigrants by the 1910 census. The Federal allotment for them would amount to $9,708.06, which the state would have to match. The foreign-born in the state could also be Americanized within ten years, or less, by this plan.

If this bill should become a law, it would give Federal aid to the educational facilities of every state. In the meantime, however, the "state aid" plan may be used to give aid to local schools.

The Proposed State Aid Bill

The State Defense Council, through the Americanization Committee, has had a bill prepared providing for state aid in the education of persons unable to speak English.

There can be no question of the validity of the principle of state aid for education. It is often impossible for the particular community in which a large industry may be located to bear the whole expense of teaching the workmen English and turning them into American citizens. And, moreover, the contribution which such an industry makes is often to the general prosperity of the state rather than to that of the particular town or village in which it is located. The education of persons living in the state is peculiarly and inevitably the concern of the state.

The Proposed Compulsory Education Bills

Other bills have also been drawn which contain certain compulsory features — one bill for minors and the other for persons over the age of 21. They make it obligatory for every non-English-speaking person to be in attendance at some school or class where English is taught. The classes may be in public or private schools, in shops or factories, in the daytime or the evening.

Laws similar to the bill, applying to minors, have been passed in Massachusetts and New York.

The last bill, applying to persons under 45 years of age, which goes beyond the ordinary state law for education of minors, will be offered for consideration, if introduced at all, as justified under the admitted and acknowledged police power of the state, which is the power under which the state enacts and enforces whatever provisions are necessary for the safety and general welfare of the persons within its limits. The war made it clear to a surprised nation that, as a war measure, it was necessary to develop our entire population into an English-speaking people. It is none the less necessary, as a police measure, even in times of peace; considering industrial accidents alone, for instance, the state would be justified in requiring, under its police power, that every person learn English, in order to put an end to a situation so fraught with possibilities of injury, death and consequent dependency among the workers of the state. The Commonwealth Steel Company, for instance, states that 80 per cent. of the accidents

in its plants happened to men who could not speak English, although such men constituted only 34 per cent. of the employees.

It is doubtful whether either of these compulsory bills will be introduced. They were under consideration merely as an experiment in the present absence of either a national or state policy on the subject. Now that the armistice has been signed, it is doubtful whether sufficient public support could be mustered either for their enactment or enforcement.

It was pointed out above that compulsory education, or rather compulsory English, was necessary, even in time of peace. It may be questioned whether or not the years to come can be called a time of peace. The armistice has been signed, and rifles and guns have ceased to roar; but the ideas underneath the German plan for control of the world's trade, and the ideas they sowed to bring about the Russian revolution and the chaos that followed it, these forces have not signed an armistice, and are not asking for peace. They are mobilizing their forces in this country, as well as in other countries, today. The war to make the American conception of liberty, equality, and democracy prevail remains to be won; the first campaign in that war must be to make every one in this country understand it and believe in it; and this cannot be done until they can understand us when we speak to them, and know what it is that we are trying to say.

CONCLUSION

In thus setting forth the Americanization program of the State of Delaware, the Defense Council is well aware that Americanization is not ultimately a matter of "programs." The lines of activity here described are simply the elementary necessities of Americanization. A great many matters of social and industrial adjustment which lie at the root of Americanization are only touched upon here. The practical solution is not set forth. Americanization is a long, slow task, in Delaware as well as everywhere else in the United States; but it is a task which must be undertaken if our American institutions are to endure. This account merely indicates the beginnings, the fundamental principles and policies that must underlie the effort and the main lines of work that lie ahead.

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SIX MONTHS OF AMERICANIZATION IN DELAWARE

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PREFACE

Americanization is not a fad of philanthropy, a spasm of uplift, or even a demonstration in civics or education. It is a compound of national self-preservation and simple human friendliness. When it was known that no official agency in Delaware had the authority or the financial resources to establish vital contacts and neighborly relationships with the non-English speaking people of the community, the *Service Citizens* undertook these things and have felt honored in having been given the privilege. The following pages tell how we did it, and the record is given to the public in order that other workers may be guided by our experience — to improve upon whatever success we may have attained and to avoid whatever errors we may have made. If there is any way in which the *Service Citizen* may aid further any other workers in a like field, we shall be happy to place whatever we possess at the disposal of inquirers.

Public Library Building, Wilmington, Del.

September 20, 1919.

JOSEPH H. ODELL,

Director.

a. HISTORICAL INTRODUCTION

Begun in war time, in September, 1918, as a part of the state's official war program, the Delaware Americanization program was nevertheless constantly directed toward the time of peace. In its report to the General Assembly and to the people of the state, the Defense Council, which initiated the state's Americanization work, said:

> "The whole Delaware program (of Americanization) as initiated by the Defense Council is based upon the assumption that it is a long-time program, to be adequately carried out in the state."

Americanization anywhere depends so largely, for its success, upon being made a matter of permanent public policy that it was felt to be peculiarly unwise to organize the Americanization work as if it were merely a temporary war activity. In Americanization, especially, only harm comes from programs planned but never executed, promises made to the foreign-born but not fulfilled. As consulting director on Americanization and formulator of the state's program I was, therefore, authorized to make the state plan on a long-time basis, and to secure a permanent executive (Miss Helen Hart) to assist me in getting the program into practical operation and then to carry it on.

A careful distinction was made between the pieces of work which could be begun at once and those that should await further study. In its statement to the General Assembly and the people of Delaware the Defense Council also said that, following the definite work already begun, from time to time additional "recommendations will be made to the Defense Council, or to the organization which shall carry on the Americanization program after the Defense Council's life shall have been ended."

On January 1, 1919, the Service Citizens of Delaware, in accordance with its announced policy of supporting state programs and rallying the support of the individual citizens of the state to state measures and policies which the state lacked sufficient appropriation to carry through, took over that part of the Americanization program which it had been planned to carry out ultimately through the public schools and through state funds. The Service Citizens also retained the services of the executive chosen

by the consulting director to be in charge of whatever other Americanization work the Service Citizens should decide to assist the state in carrying through.

Not all of the task of Americanization can be accomplished by legislation and by official policy. It is, therefore, particularly fitting, in Delaware or in any other state or community, that there be a definite working relation between the state's educational and other official agencies concerned with Americanization and the interest and initiative of private citizens in a group activity such as the Service Citizens represent. Also, while public moneys are the logical funds for the education of the adult foreign-born, there are other aspects and other experiments in Americanization work which can rarely be enacted into law or official policy until their wisdom is demonstrated; and private funds for these experiments are often the most direct means to secure, ultimately, public support and public funds. It has so come to pass in Delaware.

THE STATE PROGRAM AS INITIATED

The state Americanization program has been fully described in a pamphlet, "Americanization in Delaware," issued by the Defense Council last December. The issue is exhausted. It is impossible here to do more than to summarize, without explanation or comment, the main pieces of work outlined for immediate action under that program. They are:

1. A census of alien workmen in Delaware, taken through the industries, with data about the families of each man.

2. A proposed industrial Americanization policy and a definite proposal to employers, with reference to the policy of Americanization within the individual industry, aside from co-operation with the schools.

3. A training course for teachers with a recommendation for a *permanent* system of training teachers through Delaware College.

4. Emergency classes for non-English-speaking drafted men.

5. A plan of organization for a night school experiment from January to June, 1919, under a trained supervisor especially engaged for the purpose.

6. A plan of organization for a night school campaign early in 1919.

7. A policy of using the advice and the initiative of the foreign-born in every part of the Americanization program, especially through the formation of racial committees acting with the native-born and with the Americanization executive.

8. State legislation especially designed to provide "state aid" or state funds for communities for the education of the adult foreign-born.

Present Status of the Above Program

In the three months between October 1, 1918, and January 1, 1919, the Defense Council reduced much of the above program, notably articles 1, 2, 3, 4 and 8, to operating terms:

1. The alien census, taken through the industries, was practically completed (allowing for the unsettled labor force in many industries at just this time) and the data collected was used as a check upon all plans. With the large turnover of labor in the state during the past winter, the Service Citizens has had, of course, to make frequent revisions of the census for certain of the plants.

2. The industrial Americanization program was presented to Delaware employers at a conference of industrial leaders held on December 17, 1918. The conference was to have been called in the interest of the state program by the Governor of the state, but, upon the return of the state to a peace basis, the conference, with the detailed program prearranged for it, was called by the Service Citizens.

3. The training course for teachers of the adult foreign-born, a six-weeks' course with noted experts from all parts of the country, was conducted by the Defense Council in co-operation with the Wilmington public school system, from November 11, to December 21, 1918. The enrollment was large and the community interest marked. All the teachers who received certificates and expressed a desire to teach were subsequently used by the Service Citizens in the night school experiment.

4. The emergency classes for non-English-speaking drafted men were organized, after a careful survey of the draft records, with the co-operation of the local draft boards and were conducted until the armistice made them unnecessary.

8. A state bill providing for state aid to the communities was prepared ready for presentation to the General Assembly so soon as it should open in January.

The bill, appropriating $15,000 per annum for two years, was passed in March and thus, for the first time in its history, the state assumed an official responsibility for the education of the adult foreign-born. A word should be said in connection with

this legislation: The Defense Council had three bills drawn for consideration, one providing for state aid, one providing for compulsory attendance at some class for all non-English-speaking illiterate minors in the state between the ages of 16 and 21, and one providing, under the police power, rather than the educational power of the state, for compulsory attendance at some class for non-English-speaking adults up to the age of 45.

We finally decided, however, that, without settling for all time the pros and cons of "compulsory English," the State of Delaware had a *first* responsibility in providing the facilities, and that compulsion, if it came at all, might well come later, if the facilities were not used voluntarily. Further, some of us, at least, felt that "compulsory English" is more logically a Federal than a state requirement, that as a state law it is largely unenforceable and that we did not wish to put an unenforceable law upon the statute books of Delaware under the name of a state policy of Americanization.

In all its Americanization work the Defense Council had taken counsel of the foreign-born groups and leaders. But the thorough organization of the racial committees was done later by the Service Citizens. The night school campaign, and the night school experiment, in a most thorough-going and successful way, through the months from February to June, were entirely carried out by the Service Citizens by methods and policies to be fully set forth in the following report.

Scientific Basis for Further Work

The whole program above described was for immediate action. It was preceded by a brief preliminary study made by the consulting director and covered in the Defense Council's report. No more extensive survey was needed for those parts of the work that were immediately put into operation. It was perfectly plain without a "survey," for instance, that Delaware, without a single public facility for the education of the adult foreign-born, needed state action on this point. Moreover, the alien census was to a high degree a very valuable survey. But in connection with the program of immediate action a distinct recommendation was made (Section II of the Defense Council's Americanization report) that there be made a slow and scientific survey to serve as a guide for the state's *long-time* program, and to cover the following: The demand and supply of foreign-born workmen in the indus-

tries of the state; housing facilities; facilities for the savings and investments of the foreign-born, and present tendencies; condition, policy and tendency of foreign language papers read in Delaware; lands available for sale or tenancy; foreign language organizations and leaders; educational opportunities in private agencies; aliens as dependents or delinquents in the state; a study of each race in the state, especially with reference to old-country political traditions; religious influences prevalent here, etc.

This survey has not yet been undertaken. It is essential to a sound, far-reaching and thorough-going Americanization policy in the State of Delaware, and I hope that it may soon be begun.

CONCLUSION

The Service Citizens is to be congratulated upon the night school experiment by which a sound educational Americanization policy has been pointed out to the state, now to be continued by state authorization and state funds. The spirit of the work in this experiment seems to me to have been most happy. If reaching the foreign-born and bringing their hearts and minds closer to America is the real test of Americanization work, Delaware's night school experiment meets that test.

In the plainest possible words, the night schools as conducted in Delaware during the past six months under Miss Hart and Miss Burnett have made Delaware, from the point of view of the foreign-born, a more desirable place to live in. This surely is the genuine destiny of any state — to make of itself a place in which the native-born sons and daughters wish to stay because they believe that in it they will find their opportunity, and a place to which men and women from outside and from other lands flock because it is a desirable place in which to *live* as well as in which to work.

Americanization in the field of industrial organization is still to be worked out in Delaware. It is perhaps the next task. It if is to be met with the same spirit and the same persistence in which the educational task has been met, the outlook will be most promising. Like the rest of America, Delaware needs the foreign-born; it needs them as much as loyal and stable and devoted citizens in its communities as it needs them as loyal and contented and stable workmen in its industries. Delaware's Americanization task, in brief, is simply the task of making the State of Delaware the place which the foreign-born *choose* among all other

places, the place in which they elect to stay and work and make their contribution to American life. The *State* of Delaware has avowed its policy. It is for the *people* of Delaware to stand by it.

ESTHER EVERETT LAPE.

b. PURPOSE OF THE SERVICE CITIZENS' PROGRAM

This report might be called "How Delaware met its foreign-born half-way and what came of it."

True Americanization involves bringing each foreigner into contact with the real life of America — making that an integral part of his life, making his ideals and activities a part of the whole nation's heritage. Many Americans who have recently had much to say about Americanization have assumed that most immigrants are not anxious that this process should take place. The experience of Delaware during the past year is an interesting bit of evidence upon this point.

The Service Citizens of Delaware, in assuming partial responsibility for what Miss Lape has called a "long-time program of Americanization," wisely chose the more immediate task of providing the means of contact with American life for the foreigner who was aware of needing it, but had not known where to find it. There still remains for solution the problem of bringing America to the thousands of immigrants who have not even glimpsed it — whose self-sustaining foreign communities do not know either that they need America or that America needs them. But in the attempt to create a night school system in which the conscious needs of the non-English-speaking immigrant should be met as nearly adequately as possible, Delaware has met with a response that gives eloquent proof of the essential hopefulness of the situation.

In undertaking these classes, the Service Citizens had no thought of definitely accepting the responsibility for work which obviously should be done by the public educational authorities. The purpose was to bridge the gap until public facilities for immigrant education could be secured, and at the same time to give a demonstration of the results obtainable in Americanization classes under especially favorable conditions.

On March 17th, the Delaware General Assembly passed a bill appropriating $15,000 a year for two years for the maintenance of such classes. Accordingly, on July 1st, at the close of the

regular term the classes were turned over to the educational authorities of Wilmington, who retained the services of the supervisor employed by the committee.

The people of Delaware, through the Service Citizens, this year have met half way a thousand foreigners who realized that they wanted to learn the English language; and far more has come of it than might have been expected after the years the problem has been neglected. Next year, with the actual work of the night schools taken over by the state, the Service Citizens ought to reach another thousand who have not yet gotten into classes. For the real story of Americanization in Delaware cannot be written until we have seen to it, somehow, that all the people of the state, whether they go to night school or not, have some vital contact with the life of the American community.

C. THE CREATION OF COMMITTEES

The real work of Americanization in any community must be done by the people of that community. Trained workers with an adequate budget can do, and should do, the work of providing the mechanical means by which native and foreign-born may come into closer contact with each other. That must be attended to; but that is not Americanization. The real process of Americanization is a spiritual process. It must go on in the hearts and lives of the people of America.

The recognition of this principle is undoubtedly responsible for the existence in many communities of Americanization committees with little or nothing definite to do. Workers have realized the importance of interesting the public in Americanization, and the appointment of a multiplicity of committees has seemed the easiest way to accomplish this end. Too often it has been found, however, that these committees, charged chiefly with a vague responsibility for spreading a sentiment among their fellow citizens, become paper organizations and their members are absorbed by other movements which make more concrete demands upon them.

It was felt in Delaware that the end of securing public interest in Americanization could be better accomplished by the gradual promotion of increased intercourse between native and foreign-born than by the creation of such paper organizations. For this reason whenever possible the appointment of committees was deferred until concrete tasks awaited them. No attempt has been

made to create a symmetrical and "representative" system of committees. Several were appointed, however, with certain definite responsibilities.

THE SERVICE CITIZENS' COMMITTEES

At the Industrial Conference the Service Citizens appointed an Americanization Committee to deal with problems in general, with special reference to the industrial field. The members of the committee were as follows:

Henry Ridgely, of Dover, Chairman; C. B. Germain, Wilmington; Dr. G. Layton Grier, Milford; R. H. Richards, Wilmington; John C. Saylor, Wilmington; Frank O. Whitlock, Wilmington; W. C. Blatz, Wilmington.

This committee met on January 10th and again on February 26th. (1) It recommended that the Service Citizens appropriate $13,000 toward providing Americanization classes in Delaware for six months. (2) It further asked for the appointment of a subcommittee on industrial Americanization which should find a practical working basis for the co-operation of the industries in the whole educational movement. (3) It further recommended the appointment of a subcommittee on legislation.

THE INDUSTRIAL COMMITTEE

The subcommittee on on Industrial Americanization made a canvass in February of all plants employing large numbers of foreigners, in order to ascertain their views as to a practicable program for Americanization in industry. The program submitted for discussion was one prepared by Miss Lape for the Industrial Conference and read as follows:

"IS THIS PRACTICAL FOR YOUR PLANT?

"WILL YOU CONSIDER IT?

PLANT AMERICANIZATION PROGRAM

"I. An alien census kept up to date.

"It will help the state; it will help you to follow carefully the turnover of your foreign-born labor.

"II. A plant Americanization representative.

"A main, not a minor, executive. Americanization cannot be regulated to the 'welfare' department only. It affects every division of industrial organization.

"The representative will act with the similar representatives of the other industries of the state on a state-wide basis.

"III. A plant committee.

"A group of foreign-born workmen representing the races in the plant, chosen by the men themselves to act in all Americanization matters with your Americanization executive.

"IV. Co-operation with public night schools.

"To promote the attendance of the men, to follow up their records, reasons for dropping out, etc.

"To follow up naturalization.

"V. Factory classes.

"On your own time, or the men's under the supervision of the Board of Education for those men whose hours or conditions make night school impossible.

"VI. A preferential policy.

"For preferring for promotion the men that are learning English and preparing for citizenship."

In spite of repeated efforts on the part of the chairman to get explicit replies to each of these propositions, many of the managers addressed were noncommital or responded only with somewhat vague promises of "co-operation." Six major plants agreed definitely to Point I, fourt to Point II, four to Point III, five to Point IV, none to Point V and none to Point VI.

In spite of the general inability or unwillingness to undertake factory classes, several of the employers felt the education of non-English-speaking workmen to be a definite obligation on the part of the industry and eight of them agreed to meet the actual teaching expense for the men in their factories who would attend classes.

The committee adopted the policy of sending all employers of men who registered for classes (whether the firm had agreed to co-operate or not) a complete record of each man's attendance each month. This enabled any employer who was curious upon the point to find out for himself whether the night school instruction did increase the efficiency of his non-English-speaking workmen. As a matter of fact, a number of the firms showed a marked interest in the progress of their men. Several employers, at the suggestion of the committee, sent out personal letters of congratulation to each man in their employ who completed the course, and these made a profound impression. There is every

reason to believe that this year's experience in co-operating with the classes will result in the adoption of a clear cut Americanization policy in several Delaware plants.

THE LEGISLATIVE COMMITTEE

The subcommittee on legislation reviewed very carefully the State Aid bill prepared for the Defense Council, and after getting the opinions of several local authorities interested in the subject, made one or two alterations before the bill was submitted to the Legislature. (For text of bill see Appendix I.)

The actual pushing of the bill was in the hands of the racial committees, who sent a delegation to Dover, carrying a petition from pupils in the classes who were eager to be assured that the work would go on.

RACIAL COMMITTEES

Real co-operation in an Americanization movement by the leaders of the foreign groups in a community is not to be taken lightly for granted. Unless such a leader be high-minded, unselfish, and far-seeing, Americanization, even in its most sympathetic aspects, is the last thing he wants for his people. His prestige with his own people and with the American community is derived from his position as connecting link between native- and foreign-born. Members of his own group look to him in every emergency that makes it necessary for them to venture outside of the familiar environs of the foreign colony. Puzzled parents, anxious investors, would-be citizens, involuntary violators of the law, all come to him for aid, because he alone can unravel for them the dreadful mysteries of a situation where speech is useless. And on the other hand stand politicians, patriotic committees and social workers, dependent on him alone to unlock the door to the alien people they feel that they must reach. He is the gate in the great wall of strangeness and silence that separates the American community from the immigrant. And yet we call upon him cheerfully, confidently, to help us batter down that wall.

We ought, at least, to realize how much of unselfish devotion to the American ideal we are expecting of these racial leaders when we ask for their co-operation. And we must learn to value it as it deserves when we get more than a perfunctory display of it.

From the first, the majority of leaders among the foreign groups in Delaware gave real and cordial help to the Americanization program. In no group was it impossible to find at least one leader who was willing to place the greatest need of his people above his own immediate and selfish advantage. And this in spite of occasional extreme utterances by uninformed Americans which gave color to the accusation that Americanization is an attack on all the alien groups hold dear.

The executive secretary turned constantly for advice and help to various leaders of the foreign groups from the first, but no formal organization of racial committees was completed until February. By this time the workers were familiar with the names of nearly all the men and women who had real influence in the immigrant community. By this time, also, there was definite work for a committee to do.

A meeting was called, to which every one of these leaders was invited. The plan of opening night school classes, already discussed individually with several of the leaders, was presented and gone over very frankly in detail, the leaders making a number of valuable suggestions. At the close of this meeting each person present was asked to write down his nomination for the chairman of his racial committee. A few days later the Secretary, guided by these votes, and by information from other sources, appointed a chairman and (where strong factional feeling existed) a vice-chairman for each racial committee. All the leaders, those who were absent as well as those who came, were asked to act on the committee.

Some of these chairmen called meetings of their committees at once; others have never met as a group. But each has given definite and effective help in carrying on the work.

THE CONFERENCE GROUP

Although Wilmington has almost no private organizations whose primary object is Americanization, a number of groups and individuals were interested in the subject long before the work of the State Defense Council began. Americanization is part of the regular work of the Christian and Hebrew associations. The three social settlements of the city were located very close to the heart of the problem. The churches had been giving faithful service in the immigrant sections of the city for years. The nursing organizations of the city, though more recently established, had been able to win the confidence of foreign mothers

as no group could do. The school teachers had been piling up problems and bits of information ever since non-English-speaking immigrants had begun to arrive in Delaware. The Associated Charities, the Red Cross Home Service and the hospitals were dealing with Americanization problems every day. Patriotic workers were newly awakened to the problem by their campaign experience. Americanization committees had been appointed by the Chamber of Commerce and the leading women's clubs; some of these were already doing a good deal of work and all were looking for it.

It seemed essential that some means should be found of pooling all the hard-earned information possessed by these various groups, and of directing their fund of wisdom and energy toward the best solution of the Americanization problems of the state.

An informal conference of these people was called to discuss the Americanization program early in February, with very satisfactory results. It was agreed that workers interested in the subject should plan to meet in the same informal fashion once a month, to exchange experiences and plans. In April this group decided to direct its energies toward compiling the information that the American people of Delaware ought to have about each of the racial groups in the state. The only one of these studies completed before these meetings closed for the summer was that of the Italians, but the experiment proved so satisfactory that it will be continued in the fall. (For outline used in these studies, see Appendix II.)

EDUCATIONAL AUTHORITIES

Another very vital factor in the situation without whose co-operation and advice the work of the committee would have been largely unprofitable was the Board of Education. Dr. Clifford J. Scott, Superintendent of Wilmington Public Schools, and Mr. George B. Miller, President of the Wilmington Board of Education until his election as President of the State Board in June, both acted as advisory members of the committee, and no important steps affecting the educational program were taken without consulting them.

THE DELAWARE AMERICANIZATION COMMITTEE

The Delaware Americanization Committee, then, finally came to be made up of all the committees described above, each working at its own problem. It is an evolutionary product brought about

by actual needs as they arose. No doubt it will continue to grow, as new needs develop. But its friends hope it will never cease to be the means to an end rather than an end in itself.

d. PRELIMINARY EDUCATION WORK

While the Americanization program was still in the hands of the State Defense Council, two pieces of educational work were undertaken which ought to be noted here, because they formed the basis of much of the work later undertaken by the Service Citizens.

TRAINING OF TEACHERS

The first was the Teachers' Training Institute which has been described at length by Miss Lape in an earlier report. Such an institute was, of course, an indispensable preliminary to the organization of any system of immigrant education which aimed at even tolerable teaching standards. The course was not expected to equip teachers to undertake the work of teaching adult immigrants without further training or supervision, but it did give them a real notion of the problem they had to deal with and made a splendid basis for later work under experienced leadership. The fact that almost without exception the teachers later employed had all received this common training made for unusual singleness of purpose in the teaching staff.

The noteworthy feature of this course was its success in holding the interest of a large number of Wilmington people who had no thought of teaching in the night schools. This double advantage unfortunately could not be realized in the Summer Institute, which was held during July and August at Delaware College, twelve miles out from Wilmington.

This second course, financed by the Service Citizens, but held under the auspices of the Delaware Summer School for Teachers, was more technical in its content, only one-third of the time being given to the introductory material, and most of the actual work on methods being handled by the supervisor herself, whose knowledge of the local situation made it possible to present a large amount of concrete material. The introductory lectures, as before, were given by experts of national reputation. (For outline of course see Appendix III.)

EMERGENCY ENGLISH CLASSES

Another part of the Defense Council program significant in later developments was the organization of classes in military English for drafted men.

The first regular session of these classes opened on November 7th, on which date Wilmington, like the rest of the United States, went mad over the first false news of peace. The second session was held on Monday the 11th. Two less appropriate occasions for the study of military English could hardly have been selected. Thirty-three men out of the 300 enrolled turned up for instruction. The rest very naturally decided that it was all off.

When official word was finally received that these men would not be called into the service, a letter was sent to each man who had enrolled, explaining that military English classes would be discontinued, but offering an opportunity to go on with lessons to all who desired to do so. About fifty men asked to have the work continued.

Meanwhile, a group of forty-five Poles, under the leadership of Mr. Leonard Bochinski, editor of the Polish Weekly "Standard," had organized themselves into classes and came to the Defense Council for help. Their plan was to combine the study of English with arithmetic, geography and history in their own language. This group was united with the military English class which was meeting in School No. 19, and regular teachers were secured. The Polish lectures were given by Mr. Bochinski, following the regular English lesson, entirely on a volunteer basis, with very satisfactory results.

These emergency English classes were continued in four centers, up to February 17th, when the regular classes began. They were held on three nights a week, with an average enrollment of ninety-one and an average attendance of fifty-nine.

The emergency work was decidedly worth the doing. It served to demonstrate to the foreign groups the real and practical desire of the Committee to fill their needs at once. And it inspired the Committee, as its predecessors had been inspired before, by a revelation of the spirit that animates the foreign people of Delaware to a wonderful degree — a deep desire to learn of things American, and an eagerness to organize themselves to meet the opportunity.

e. GETTING THE IMMIGRANT INTO THE SCHOOL

On February 17th twenty-two regular classes began work under the newly organized night school system. The classes met on four nights a week for seventeen continuous weeks, with the exception of the Easter holidays, when most of the centers were closed.

CONDITIONS MAKING FOR SUCCESS

As has already been stated, the purpose of the Service Citizens in financing the experiment of the Delaware Americanization Committee was to give a demonstration of the results obtainable in classes in English for foreigners under exceptionally favorable conditions. These conditions may be summed up briefly as follows:

(1) Adequate financial backing.

(2) An almost total lack of existing educational facilities for non-English-speaking people, which gave the supervisor complete freedom in formulating the tradition of the new evening school system.

(3) A foreign population concentrated in and around Wilmington, working side by side with Americans and already eager to learn English.

(4) A group of industries at least partially reorganized by adaptation to war conditions and open to conviction as to the importance of Americanization.

(5) Enlightened and friendly co-operation from the Board of Education.

(6) A teaching force specially trained and, though admittedly ill-paid for day school work, full of eager and painstaking devotion.

In contrast to these advantages there were, of course, certain special handicaps, chief among which were (1) the most serious labor turnover in the history of the state and (2) the lack of adequately equipped public school buildings in the foreign districts of the city. On the whole, however, the advantages of the situation entirely outweighed these disadvantages.

The committee decided that in order to reap the benefit of these nearly ideal conditions a specialist should be secured to supervise the work. After a careful survey of competent candidates for the position, Miss Marguerite H. Burnett, one of the two supervisors employed in New York City night school classes for immigrants, was engaged, and commenced her work in Delaware on February 1st.

THE CAMPAIGN

On February 10th, a week of intensive publicity was commenced, preparatory to the organization of classes. The approach to the non-English-speaking people of Wilmington was made through four main channels — the schools, the industries, racial leaders and organizations, and house to house visitors.

A colored poster representing a very human and welcoming Uncle Sam was posted in the foreign sections of the city, and in industrial plants. It was inscribed:

> "UNCLE SAM SAYS, LEARN ENGLISH
>
> "Free lesson in reading, writing and speaking.
>
> "English will begin on FEBRUARY 17.
>
> "Special classes for men wishing to become American Citizens. Register any night this week at one of the following centers: . . ."

These posters appeared in English, Italian, Polish, Russian, Spanish, and Yiddish.

Eight "letters from Uncle Sam," especially prepared by Dr. Angelo Patri, were translated into seven languages and printed in letter form. (See Appendix IV.) Three of these were carried home in sealed envelopes with "Uncle Sam's" return address in the corner, by every child in the public schools who had reported the common use of a foreign language at home. Both parents and children were tremendously impressed by this personal attention from Uncle Sam and several children came to the office of the committee with messages from their parents, evidently expecting to see the old gentleman in person! One letter was received, addressed to "Uncle Sam, Public Library Building," and read: "Dear Sir: — I wish to take out the full paper and become American citizen, will you kindly help me how."

Four more of the "Letters from Uncle Sam" were distributed through the industries. The eighth was sent by mail to each of the 1,307 declarants in the state. Copies of all the printed material were left in foreign restaurants, drug stores, and groceries.

Nine of the most important industrial plants in the city conducted a campaign among their men during the week, displaying posters, giving out handbills and lists of registration centers and taking the registrations of men who expressed a desire to attend classes.

Some of the most valuable work of the campaign was done by members of the racial committees. Of these, the Russians and Ukrainians made perhaps the most striking contribution, turning over their own racial halls with equipment for the use of the committee, and recruiting their own classes. The Russians in this way secured fifty pupils and the Ukrainians sixty, out of comparatively small colonies of their own people. The Polish committee also secured a number of registrations, and both Polish Catholic churches took an active interest in the campaign. The Jewish committee was particularly active, sending out special letters to a large mailing list. Other racial groups co-operated cordially, though with less spectacular results.

Social agencies, including the Y. W. C. A., the Y. M. C. A., the Y. M. H. A., the U. S. Employment Service, the Public Library, the Delaware Hospital, the Child Health Stations of the State Defense Council, the Visiting Nurses' Association, Italian Neighborhood House and the People's Settlement, gave help in registration. Members of the New Century Club paid more than sixty calls to the homes of Italian mothers, arousing a great deal of interest. Members of the Junior League gave active assistance in a dozen directions. The campaign was in itself an inspiring indication of the spirit which was later to pervade the classes.

The committee hoped to enroll in this way about twenty-five or thirty men and women in each of the twenty-five classes provided for. Instead, the initial registration was well over 1,000, 738 of whom presented themselves for instruction. The 210 who registered but never came to school belonged to one of two classes — men who were registered through employers and evidently thought it tactful to go to school whether they intended to or not, and mothers whose natural courtesy prevented their refusing the friendly caller who seemed so eager to have them sign the registration card. In addition to these there were a number of curiosity seekers who attended once or twice and were never regularly enrolled. (See page 54.)

To measure the significance of this registration, in the absence of definite information as to the number of non-English-speaking adults in the city, is very difficult. It is probably stating the case conservatively to say that one in twelve of the foreign-born, non-English-speaking people of Wilmington indicated their serious intention of learning the language of America as soon as the opportunity presented itself.

MEETING PLACES

One of the most interesting features of the work has been the use of a number of other places than schools for classes. This plan was followed partly because of the lack of lighting and other equipment in many of the public schools and partly because the foreign groups themselves offered or suggested the use of other meeting places. Of the sixteen centers in which classes were held, only eight were public schools. Russian, Ukrainian and Polish societies turned over the use of their respective halls to the committee, including light, heat and janitor service, and with no limitations whatever upon the committee. The Ukrainian Society was particularly helpful in this way, going to considerable expense in furnishing school rooms.

In each of these racial halls, and in Italian Neighborhood House, which generously housed three classes, the natural pride of the racial group was utilized in gaining and holding attendance, although outsiders were permitted to join such classes and did so with entirely harmonious results.

In this connection it should be remarked that although we were quite prepared to find more satisfactory results in centers where the group was homogeneous, this has not proved to be the case. The two centers showing the most regular attendance both happened to be schools housing very mixed nationalities, and the classes showing the most, and the least, *esprit de corps* happened to be of homogeneous composition. (For racial composition of classes, see Appendix V.) Apparently, the quality of the teaching and the personality of the teacher were the determining factors.

Old Swedes' Parish House, generously placed at the disposal of the committee, was selected as a meeting place at the suggestion of the priest of the neighboring Polish church of St. Stanislaus. Here Greek Catholics, Roman Catholics and Jews all met happily under a roof furnished rent free by a Protestant church. The co-operation of the Polish church was particularly cordial throughout the year, and during Lent the committee reciprocated by arranging to have classes at this center meet at six o'clock instead of seven, in order that pupils who wished to do so might attend church services.

Another particularly interesting meeting place loaned the committee was a branch office of the Federal Employment Bureau,

located in a small store at Front and King streets, the only available center in a district where Spaniards congregate. When the curtailment of their budget made it necessary for the Federal authorities to give up this office, the rental was taken over by the Americanization Committee. The place was scoured from top to bottom by the members of the class themselves, and its walls gaily kalsomined in yellow. The teacher and supervisor helped to provide curtains, a few pictures were put up, and thus was co-operatively created "American House," christened proudly by the men themselves. From time to time various small improvements have been contributed by members of the class who have some skill as carpenters and electricians.

For a time Wilmington Community Service met the rental of a piano and held weekly gatherings of Spaniards at "American House," but after a few weeks these activities were taken over by the Americanization Committee,, and the men still meet regularly on Friday and Saturday evenings.

"American House" is not a big place and has represented a very small exepnditure on the part of the committee, but it has come to loom very large in the lives of the men who have found there not only their first glimpse of an American home center, but also their first chance to create something that they find lovely in a strange land.

f. THE NIGHT SCHOOL EXPERIMENT

ORGANIZATION

Registration took place every evening during the week of the campaign in public schols conveniently located in foreign districts, in co-operating neighborhood centers, and in nine of the industrial plants. Graduates of the Americanization Institute were assigned to serve as paid registrars in the public school centers. Registration in other centers was done by volunteers. The most convenient school for the pupil to attend was indicated on the registration card, as well as his knowledge of English and literacy in native language. (See Appendix VI.) These cards were sent to the supervisor's office for classification and assignment of registrants.

GRADING

Proper grading was considered a primary requisite for successful work and every effort was made to secure it.

Knowledge of English and literacy in native language formed the basis of grading. Registrants were classified according to the information given under these items on their registration cards as

Beginners:

(1) Those who spoke little or no English and were literate in native language.

(2) Those who spoke little or no English and were illiterate in native language. (The registration of illiterates was so small that the separate classes could not be formed for them, and they were grouped with other beginners.)

Intermediate:

(1) Those who were able to make themselves understood in English and could read and write a little.

Advanced:

(1) Those who had mastered the rudiments of the language and wanted more advanced instruction and special preparation for citizenship.

Petitioners:

(1) Pupils preparing for examination for naturalization.

Registrants were then separated into classes and assigned to the centers indicated by their cards as most convenient to attend.

In all but two of the centers the registration was large enough to warrant the employment of a teacher for each grade or group. Schools where this was not possible used the group method of instruction and the time of the teacher was equally divided between the two groups. Care was taken to assign only such work to the pupils not receiving direct instruction from the teacher as would be of value to them.

DISTRIBUTION OF CLASSES

When the schools opened on February 17th the organization consisted of twenty-two classes in thirteen centers. Before the end of the term this had been increased to thirty-four classes in sixteen centers. (For complete description see Appendix V.) Of these thirty-four classes fifteen were for beginners, eleven for

intermediate pupils, five were citizenship and advanced classes, one was for petitioners and two were double-grade classes including both beginners and intermediate pupils.

DAY CLASSES

Four day classes were organized, three of which were afternoon classes for mothers and one a morning class for night workers.

One of the afternoon class was composed entirely of Italian women and met in the Italian Neighborhood House on two afternoons a week. Poor attendance made it necessary to discontinue this class at the end of four weeks.

The second afternoon class was composed entirely of Jewish mothers and was taught by a teacher of their own race. It met on two afternoons a week in the People's Settlement, commencing its sessions immediately after Easter and continuing two weeks beyond the end of the regular school term.

At the request of an Associated Charities worker, an afternoon class of Russian mothers who were unable to bring their small children into the schoolroom was organized in the home of one of the members. It was a small but enthusiastic group but had to be discontinued before the end of the term because of sickness in the household where the meetings were held.

The morning class for night workers was organized at the special request of men who felt they were being deprived of the advantages enjoyed by their friends who were able to attend night classes. This class met in American House on four mornings a week for two-hour sessions. The class continued until three weeks before the end of the term, when, much to the amazement of the teacher, it completely disappeared over night because night shifts in the ship yards were abolished and the need for it no longer existed.

SELECTION AND ASSIGNMENT OF TEACHERS

The teachers selected for the classes were those whose work at the institute and recommendation by the city superintendent as to general fitness made them appear best qualified for the work.

Several were principals and teachers of day schools in foreign districts of the city who had undertaken the work so that they

might know and better understand the fathers and mothers of the little people whom they were teaching. To make this possible and secure the most satisfactory co-operation between the day and night school, teachers were appointed whenever possible to the same school at nights as they taught in during the day.

In one school in South Wilmington the principal of the day school taught in the same building at night. All but two of the pupils were the fathers of one or more children in the school. One man described the spirit of co-operation when he said, "I know Miss ———. She fine teacher. My ten children I bring to this school and they learn much English. Now old man has chance and he comes to school too. Miss ——— will teach me good like she does my children."

ADMINISTRATION

With an organization of only thirty-four classes the supervisor was able to assume responsibility for administration as well as for supervision. Direct relation was thus established between the class teacher and supervisor and resulted in a knowledge and understanding of individual teachers and pupils that was of inestimable value. Grade plans, text-books, teaching methods and standards of supervision were thus made uniform throughout the city and the problem of adjustment greatly simplified for the foreigner who found it necessary to move from one neighborhood to the other.

g. CLASSROOM INSTRUCTION

A course of study (see Appendix VII) to be followed in the class was arranged by the supervisor under the pressure of immediate need. It was far from ideal, but when supplemented by the outlines and suggestive material prepared for grade conferences it proved to be a helpful guide to teachers and a satisfactory basis of standardization for grade work by which results could be measured.

The plan of work suggested was one intended to give the foreigner as rapidly as possible such knowledge of the language, customs and institutions of America as would enable him to adapt himself to his new environment and prepare for the responsibilities of citizenship if he cared to assume them. In the selection and arrangement of all material, the immediate rather than remote needs and interests of the foreigner were considere

The varied occupational interests of the pupils who came together in any one class made it impossible to provide instruction in specialized industrial vocabulary. A plan was therefore adopted by which one lesson in six was used for a theme giving the shop terms and specialized industrial vocabulary of one of the industries represented in the group. In this way an interchange of industrial experience and vocabulary was secured that appeared to be of interest and value to the pupils. Teachers reported that shop lessons were always popular.

Shop rules and regulations, signs, and any other material of use to non-English-speaking employees were obtained from the industries whenever possible and used in the classroom as a basis of instruction.

The splendid co-operation of the postmaster, librarian, bankers and merchants made it possible to secure foreign and domestic money order blanks, applications for library membership, checks, deposit and withdrawal slips, bill forms and sales slips for every pupil enrolled in the schools. Instruction in the filling out of these forms was given in the classes and greatly appreciated by the foreigner who is so often bewildered and perplexed by their formidable appearance.

An illiterate Jewish woman, who in the course of the term had learned laboriously to write her name and address, said to the teacher with great pride: "Every week now I go to bank and make slip and deposit money — before I keep money in my house because I shamed to go bank. I could no write my name. Every day I thank God for this school."

Text-Books

The best available text-books for class instruction in beginners' and intermediate classes was thought to be Dr. H. H. Goldberger's "English for Coming Citizens." The subject-matter is useful, interesting, well suited to the needs of the foreigner and admirably adapted to the course of study and method of teaching outlined for these grades. The illustrations are excellent and the instruction to the teachers of great value. In mothers' classes, Ruth Austin's "Lessons for Foreign Women" was used in conjunction with the Goldberger text for the vocabulary especially needed by the foreign mother in her contact with her American neighbors and friends. For supplementary reading, home study,

civics and a book of general information in the same grades, Chancellor's "Standard Short Course for Evening Schools" was used.

Sarah O'Brien's "Second Book for Non-English-Speaking People" was considered the text-book best adapted to the course of study prepared for advanced grades and was used in these classes. It was supplemented by newspapers, magazines, pamphlets, and historical and geographical readers.

Special citizenship classes in which the reading of the Declaration of Independence and Constitution of the United States was a required part of the course, were provided with beautifully bound booklets containing these two documents. These books were specially prepared for the students of these classes and presented by the Service Citizens to all who took out "first papers."

TEACHING METHODS

The "Direct Method" was adopted for use in the classes, and English made the medium of instruction and the language of the classroom. Foreign leaders, familiar with none but translation methods, looked with grave misgiving upon this part of the program and predicted that the people wouldn't understand and wouldn't come. But, contrary to their predictions, the people did understand and did come. One of the most pessimistic of these leaders, after visiting a class of Polish beginners who in eleven lessons had acquired a vocabulary of 120 words and whose attendance on the night of the visit was 95 per cent. of the total enrollment, was forced to admit that "maybe the method wasn't so bad after all; just a little slow, perhaps."

The particular form of the direct method employed was one which aimed to satisfy the foreigner's demands for a varied program and at the same time present only such vocabulary as he could master in one evening. This was done in beginners' classes by adopting the Gouin or "theme" method of development to the material of the Goldberger text and in intermediate and advanced classes by grouping all the lessons of the evening around one topic.

It was found that with this particular group of classes, the repetition of vocabulary and continuity of thought secured by the logical arrangement of lessons in series was especially helpful. This method of grouping was therefore adopted instead of the

"psychological" arrangement followed in the text-book and the lessons were arranged as follows:

School Room Series (Lessons I, II, III, IV, XI, XVI).

Domestic Series (Lessons V, VI, VII, XIII, XVII).

Occupational Series (Lessons XII, XX, XXI, XXII, XXIII).

Common Experiences (Lessons IX, XII, XXIV, XXVII, XXXIX).

Topic Development (Lessons XV, XXV, XXXI, XXXV).

These lessons were sometimes found to be too long for the real beginners in the Wilmington classes to master thoroughly in one lesson. When this was the case they were divided into two parts and presented in two lessons. (See Appendix VII.)

Oral development.— Since all language is learned primarily through the ear, these lessons were first developed orally by means of dramatization and objects. The teacher performed the act of showing the object and described it while she did so, being careful to speak slowly with clear and correct enunciation and articulation. The pupils were then called upon to perform the act and repeat the sentence describing it.

Concert repetition of each statement was frequently employed to encourage diffident pupils to take part in the recitation and maintain the interest and attention of the group.

Written exercise.—After the entire lesson had been developed in this way each act was again performed and described by the teacher or pupil and the sentence used to describe it written on the blackboard, and read by the class in concert and by individual pupils.

In this way the eye was brought to aid the ear and an opportunity for repetition and recall provided. The lesson was then copied by the pupils into their note books as the writing lesson of the evening and the motor sense thus employed as an aid to the memory process.

Reading.— Reading the lesson from the text-book followed the writing lesson and was always a source of great joy to the foreigner because he knew what it was all about and was not obliged to wrestle with a strange and bewildering vocabulary of unfamiliar and difficult words.

The conversation exercises following each lesson were conducted first by the teacher and a more advanced pupil and later by the more advanced pupils and provided further drill on sentence structure and vocabulary.

Spelling.— Repetition of vocabulary was made possible in the spelling lesson by choosing words from the theme of the evening, care being taken to select only such words as would be used in the ordinary writing experience of the foreigner. English spelling with its disregard of rules and innumerable silent letters presents many difficulties to the foreigner and it was therefore taken up very slowly and thoroughly, beginners' classes taking from three to five words in a lesson, intermediate classes from five to ten and advanced classes from ten to fifteen.

Conversation.— The use of direct expressions of greeting, inquiry, etc., required by the foreigner in his daily intercourse with English-speaking people was taught by dramatization of the scenes in which such expressions were needed, i. e., "Introducing a friend," "Asking the way to the railroad station." The dramatization was first performed by the teacher and an advanced pupil and then repeated by as many pupils as possible until it had been mastered. To satisfy the demand of the foreigner for these expressions the plan was adopted of teaching one each night.

Special methods for mothers' classes.— The pupils enrolled in mothers' classes were all beginners and the method of teaching adopted was the one that has just been described. The textbook, however, was especially arranged for foreign women and the vocabulary taught was one planned to meet the needs of the foreign mother in her domestic and social relations. Nurses from the neighborhood milk stations visited the classes and gave practical lessons on the care of babies, etc. Through the teachers, both of whom were teachers in schools which the children of these mothers attended, the mothers were brought into close contact with the school and came to know the principal and teacher of their children.

SUPERVISION

The organization was so small that it was possible for the supervisor to visit the classes frequently for observation and criticism of the work and keep in very close touch with the work of every teacher. In this way the less skillful teachers were discovered early in the term and special attention and assistance given them. The supervisor's visits were followed by conferences with the teacher observed, in which the results of the observation were taken up and suggestions for improving the work offered.

The teachers, conscious of their inexperience and eager to do everything in their power to improve the work, welcomed this

criticism and suggestion. The model lessons conducted by the supervisor in several of the classes were always given at the request of teachers seeking help.

On three afternoons a week the supervisor kept office hours from 3:30 to 5:30 o'clock. At this time teachers came to talk over their particular problems and to receive special help and instruction. The teachers availed themselves of this opportunity frequently and the results indicated that it filled a need in their work.

TEACHERS' MEETINGS

To supplement the training given in the institute and give the necessary guidance and direction to the work, the teachers met the supervisor in conference twice a month. One of these meetings was for the discussion of problems of general interest, attendance, recreation, record keeping, home visiting, etc.— and was attended by all teachers. The other was a round-table conference on grade work. The course of study, methods of teaching, textbooks, teaching devices and materials were taken up by the supervisor at these grade meetings and a topical outline of the points covered was given to each teacher. The teachers took an active part in the discussion at these conferences and contributed a great deal that was helpful.

OBSERVATION BY TEACHERS

Since observation had proved to be a valuable source of inspiration to the teacher in the day school, it seemed as if a similar benefit might be derived from it by the night school teacher. Provision was, therefore, made by which, on application to or at the direction of the supervisor, a teacher might spend one night a term visiting and observing in other schools.

Only trained substitutes were assigned to the classes of teachers who did this visiting and in no case was the attendance affected by the teacher's absence on that particular night. Requests for permission to observe were received from all teachers, but because it was late in the term before satisfactory visiting schedules could be arranged only a few of them could be granted. The teachers observed were those who had been most successful in their work and could therefore give something that was of real benefit to the visitors.

The results of the experiment were highly satisfactory and would seem to indicate that it ought to be more generally adopted in evening school systems.

PLAN SHEETS

The daily plan of work required of all teachers was kept on printed forms provided for that purpose. (See Appendix VIII.) By the use of these sheets the clerical work of the teacher was greatly reduced and an approximate uniformity of program maintained throughout the system. They could be readily inspected by the supervisor upon her visits to the classroom and enabled her to know very definitely what work had been covered. These plan sheets proved to be so valuable that it has been decided to continue using them.

TESTS

At the end of the term tests for each of the three grades were prepared by the supervisor. (See Appendix IX.) These tests were based upon the course of study arranged for the grade and were given with four very definite objects in view:

(1) To measure the efficacy of teaching methods by results obtained.

(2) To establish an approximate standard of gradation.

(3) To furnish the student with a measure of his progress.

(4) To emphasize to the teacher the importance of measuring results in night school instruction.

The tests were arranged and conducted to test the ability of the individual pupil:

(1) To speak English. (Shown by the reproduction of themes, narration of experiences, description of objects, etc.)

(2) To understand English. (Shown by following directions, answering questions.)

(3) To read and understand the printed word. (Shown by reading a selection and interpreting its meaning.)

(4) To write English. (Shown by spelling and dictation exercises and composition of letter forms.)

(5) To understand American ideals and institutions. (Shown by answering questions concerning them.)

The plan of conducting the tests was as follows:

(1) A separate set of papers containing tests was provided for each pupil tested.

(2) Tests for written English were conducted as class exercises.

(3) Tests for all other points were conducted as individual oral exercises apart from the group so that the recitations of one pupil did not give assistance to others in the class.

Testing in all beginners' classes was done by the supervisor in person, and in intermediate and advanced classes by the class teachers.

As a result of these tests a standard of grading based upon definite individual achievement was secured which will be invaluable in the organization of classes and grading of pupils another term. Strength and weakness of teaching methods for producing results were detected.

CERTIFICATE OF GRADING

Certificates of grading (see Appendix X), containing the attendance record and a detailed statement of the pupil's knowledge of English and the institutions and ideals of America as indicated by the tests and class work, were given to every pupil at the end of the term.

The chief purpose of this grading certificate was to secure correct and satisfactory grading for next year and so avoid the unsatisfactory condition that exists when the information required for grading is obtained in a casual and haphazard fashion.

Certificates of grading are to be presented by the pupils when they register for the summer session or fall term and they are to be assigned by the registrar to the grade for which the certificate shows them to be qualified. Pupils who left the city reported that they had presented these certificates when applying for admission to English classes in other cities and were now going to school in the same grade in classes elsewhere. This certificate also served as evidence to the employer of the bearer's effort to understand the language and institutions of America and was often found helpful when applying for a position.

h. PREPARATION FOR CITIZENSHIP

The purpose of instruction in preparation for citizenship in the Americanization classes of Delaware was well expressed by a pupil when he said, "Some day, maybe, I will become an American citizen and when I do it will be because I like America from my heart." To so lead and guide the foreigner that he wanted to become an American citizen because he "liked America from his heart," because he came to know and understand and

believe in the institutions, ideals and people of America, seemed to be the only kind of Americanization that was truly "American" and was what the schools sought to accomplish.

The evening school was considered a most important factor in this development of love and respect for the country, because in it the foreigner made his first point of contact with American institutions and upon its realization of the justice, truth, fair treatment, honest work, loyalty, respect and good example for which America stood would depend, in no small measure, his faith in the promises of the country and its institutions. An Americanization School that failed in its obligation to justify this faith in American ideals, would, it was believed, find it difficult by any amount of instruction in governmental institutions to justify its existence. Americanization accomplished by practicing rather than preaching, by example than precept, was the slogan of preparation for citizenship in Delaware.

ORGANIZATION OF CLASSES FOR CITIZENSHIP INSTRUCTION

Instruction that would prepare for citizenship and an appreciation of the ideals and institutions of America was given in all grades. Declarants were grouped separately in only one class in this city. This class met in the Y. M. C. A. building, located in the center of the city, and was known as the citizenship class. The students were all declarants who had a fair knowledge of English and wanted instruction in advanced English and American history and government. About 100 other declarants were distributed among the other classes in the city. Many could speak little or no English and their first duty was to acquire a speaking knowledge of the language.

PETITIONERS' CLASS

Permission was obtained from Washington to hold a class for petitioners in the Federal court building. This was the place where the men were to be examined and naturalized and it seemed most fortunate and fitting that they should be permitted to receive their instruction in the same building.

The teacher of this class was permitted by the deputy clerk of the court to visit his office once every two weeks and get from a list on file in that office the names and addresses of all petitioners for naturalization.

A form letter announcing the purpose, place and time of meeting of the class, together with an invitation to attend if they

so desired was sent to each of the men listed as petitioners. During the term ending June 16, 1919, twenty petitioners were enrolled in this class and satisfactorily passed their examination for naturalization. Twenty-eight new pupils have enrolled and are attending the summer session to prepare for naturalization on September 8, 1919.

The purpose of this class was to give a three months' course of intensive training for American citizenship. The plan of work followed provided for the reading and study of the Declaration of Independence and the Constitution of the United States, instruction of the advantages and responsibilities of American citizenship, a study of city and state, as well as national institutions, and a knowledge of American ideals gained through a brief study of American history.

COURSE OF STUDY

The course of study in civics was similar to that followed in New York State. It was intended to give the foreigner an intelligent notion of the workings of government and to inspire him with a loyal devotion to the country of his adoption. The machinery and function of government of city, state and nation were taken up very simply and related as closely as possible to the life and interests of the foreigner and his community. A sense of individual responsibility for common welfare in a democracy was developed by acquainting the foreigner with the needs of his community and leading him to see what he and his family could do to serve them. Appreciation of American ideals was developed by a study of our national heroes and history and the fundamental law of the nation as contained in the Constitution and the Declaration of Independence.

TEACHING METHODS

The teaching methods employed were those that would present the subject-matter simply and concretely and utilize the initiative and civic interest of the foreigner in his personal welfare and that of the community. Pictures, dramatization, story telling, trips for observation and the problems of the foreigner in his daily contact with the departments of government were made valuable aids in the teaching process.

To acquaint the pupils with the beauties and wonders of America, which Secretary Lane believes may be a powerful force

in stimulating admiration and love for our great country, a lantern was taken into the classroom and slides and post cards of the many natural beauties of America were shown to the pupils. A short talk in very simple English about the pictures was given by the supervisor or teacher.

One source of great pleasure in connection with these illustrated talks was the reading by the class with the teacher of one or two simple sentences about the picture. The sentence, "America has many beautiful rivers," was written in round, bold letters and projected on the screen and read by the pupils in concert. Several pictures of America's beautiful rivers were then shown. Mountains, waterfalls, cities and other places of interest were described in the same way. Pupils were invited to talk about the pictures and ask questions concerning them. Interesting comparisons were frequently made between the beautiful scenery of America and that of the home country.

i. ATTENDANCE

The time is coming when night school losses will be as closely studied by Americanization workers as is the infant mortality rate by the health authorities of the country. We cannot afford to dismiss the subject by declaiming that "the teaching of English is not all of Americanization." For the failure to teach it to the man who comes to school with the hope of learning it too often means that the rest of Americanization never gets a chance at him, because he has lost his faith in the helpfulness of American institutions.

In Cleveland, Ohio, in 1915–16, only a few more than 1,000 out of 7,000 enrolled were attending school after six months. Los Angeles county, California, reports that "only 322 out of a total of 3,448 stayed for 60 nights." Truly, this is a tragic spectacle. Seven thousand foreigners flocking to the night schools of one city with a dream of finding there the key to our America and 6,000 turning away in disappointment, many of them for good and all. For we have not only not succeeded in teaching them the things we wanted them to know, in many cases we have done far worse than this, we have convinced them forever that they cannot learn.

A real attempt, therefore, to study night school losses — the mortality record, as it were, of the foreigner's aspirations toward participation in American life — more than repays, not only

the pedagogue whose primary concern it is, but every American who cares at all about Americanization.

The very favorable circumstances under which the Delaware classes of 1919 were started laid a special obligation on us, we felt, to hold as many of the pupils as we could, and also, so far as possible, to find out why we lost those who left in spite of our efforts. We did lose far more than we had hoped. But an analysis of these losses, so far as we were able to get at their causes, is not without encouragement and should prove of value in planning another year's work.

SYSTEM OF RECORD KEEPING

A registration card, class membership card and attendance record were made out for every pupil enrolled. The registration cars were filed in the office of the supervisor as a permanent record of enrollment. The membership cards were mailed to registrants, telling them the school, grade and teacher to which each was to report. Attendance record cards were kept by the teacher for recording nightly attendance and sent to the supervisor's office at the end of each month for inspection and the compilation of a report on attendance for employers. In this way there was kept on file in the central office a complete record to date for each individual enrolled.

Teachers were required to send in a registration card for every pupil who attended even one session, though he was not regularly enrolled as a member of the class until he had attended more than three sessions.

There were 210 pupils who registered with employers or canvassers and never presented themselves for instruction. There were 252 more who attended less than one week's sessions and so were not regularly enrolled.

This large number of pupils who looked in at classes but did not stay can be partly accounted for by the novelty of night school classes in Wilmington which attracted many who were simply curiosity seekers, and partly by the extreme unattractiveness of many of the schoolrooms. The main reason, however, for this speedy departure of so many prospective pupils was probably the unexpected influx of large numbers of new registrants on the first night appointed for regular instruction. Many of the teachers found more than twice as many pupils awaiting them

as had been assigned to them and the resulting confusion and overcrowding made it impossible for the teacher to hold the attention of her class satisfactorily for the first lesson. This situation was relieved in a day or so by the appointment of additional teachers and the reorganization of some of the classes, but in the meantime the first golden opportunity to clinch the foreigner's interest had been lost.

In some of the schools where there was no space for additional classes, applicants had to be turned away, and serious overcrowding continued for several weeks; these groups had heavier losses proportionately, of course, than the less crowded classes. Because it was felt that better work could be done in smaller groups, no attempt was made to recruit new pupils, so that after March 1st the total enrollment remained almost stationary.

Of the 868 different pupils who were regularly enrolled, 462 were still attending at the end of the term in June, and 445 were present at the closing exercises.

The exact situation at the end of each month is shown by the following table:

	Enrollments	
	New	Total
February 10–17	413	....
February 17–28	325	738
March	61	799
April	29	828
May	28	856
June 1–13	12	868
Total	....	868

	Discharges	
	New	Total
February 10–17	....	....
February 17–28	13	....
March	152	165
April	95	260
May	145	405
June 1–13	1	406
Total	....	406

	Working Register	Average Attendance
February 10–17	....	....
February 17–28	725	628
March	634	481
April	568	326
May	451	262
June 1–13	462	270
Total (average)	568	380

It will be noted that the term of sixty-five nights began four and a half months later and ended two months later than in the ordinary city night school system. Warm weather and the longer daylight cut down attendance, and to a lesser extent the working register, very seriously after the Easter holidays. Another year, when the term opens in October, it will probably be wiser to close the regular term at Easter and plan a summer term for those who wish to continue.

ANALYSIS OF LOSSES

During the spring months of 1919 extraordinary circumstances were operating in Wilmington, as in other large cities, against regular attendance at night school classes. Chief among these, of course, were the exodus of floating labor that had been attracted to the shipyards by the prospect of phenomenal wages, and general unemployment resulting from unsettled labor conditions. Losses from such causes could not, of course, be laid to any failure on the part of the school.

A study of the attendance records of the 406 pupils discharged during the term showed that 215 of them dropped out after attending an average of 95 per cent. of the sessions since registration, many of them after weeks of perfect attendance. The indications seemed to be that these losses could hardly be due to the teacher's failure to hold her class, but must be charged generally to the industrial situation, or other causes outside the classroom.

The other 191 discharges were made after somewhat irregular attendance (average 63 per cent.) and must be charged, in part at least, to the failure of the school to hold the pupil's interest.

FOLLOW-UP CALLING BY THE TEACHERS

In order to get at the facts, and at the same time to help the teachers to face the situation squarely, the Committee offered to pay for time (up to two hours a week) spent by any teacher in calling at the homes of pupils who had dropped out or were attending irregularly. Twenty-six teachers accepted the offer, and made a total of 395 calls on 258 pupils, 132 of whom returned to class and 226 of whom were finally discharged. (For report blank on visits, see Appendix XI.)

The following table shows the reasons for dropping out as reported by the teachers after investigation. (For complete figures, see Appendix XII.)

REASONS FOR LEAVING NIGHT SCHOOL IN 226 CASES INVESTIGATED

Cause of Leaving	After Regular Attendance Per cent	After Irregular Attendance Per cent.	All Per cent.
Removal from city	38	18	28
Employment conditions (unemployment, night work, strikes, etc.)	25	28	27
Sickness of self or family	13	19	16
Other interests (trouble at home, repairs, etc., at home, gardens, recreation)	15	25	20
Transfer to other classes, with resulting loss of interest	3	3	3
Returning to old country	5	4	4
Discouragement (mostly in cases of older men and women)	1	3	2

It must be taken into account, of course, that in many cases the real reason for dropping out was not given to the teacher. Many of the excuses given under "Sickness" and "Other interests" are obviously pretexts. In some cases the reason for this is clearly a desire to veil a lack of interest that might distress the teacher; in others, there is strong evidence that propaganda had been at work. When several pupils in one class suddenly drop out at one time after weeks of practically perfect attendance and give as a reason that they are "busy," or that "the baby has been sick," the circumstances are suspicious. This is precisely what happened in three classes, and in each class the teacher found wild rumors circulating among the men. One of these stories was to the effect that the Pennsylvania Railroad, which employed many of the men, would deduct $50 from the pay of each man attending classes, to meet the expense of the night schools. Another more vaguely intimated that the government would collect the amount along with the income tax. It was at about this time that a rumor to the effect that all members of classes would be compelled to become citizens began to circulate among the Spaniards and some of the Poles. The committee made earnest attempts to trace each of these rumors, but without success.

Returning to the reasons given by the pupils for dropping out, it is clear that 54 per cent. of these losses were unmistakably due to removal from the city or from employment conditions that made attendance at night school impossible. Undoubtedly this was a condition which affected every night school system operating during the same period in cities with war-time industries. These losses should not be laid either to the indifference of the foreigner or to the failure of the schools.

In the 132 cases of pupils who returned to school after the teacher had called, most of the same causes (except, of course, removal from the city) were found to operate, but in a more temporary form. For example, employment conditions affected a large proportion of this group, but were almost entirely confined to changes in working schedules, rather than unemployment and labor troubles. (See Appendix XIII.)

This experiment of having teachers follow up their own losses has proven so successful that it will be continued by the Service Citizens Committee in co-operation with the Board of Education next year. Not only were the teachers helped to face the facts

in regard to discharges, but their point of view became increasingly sympathetic as they had a chance to visualize the home life and working conditions of their pupils.

INDUSTRIAL CO-OPERATION IN PROMOTING ATTENDANCE

A monthly report of the number of night school sessions attended by each employee was sent to the manager of every plant employing three or more Americanization pupils, and the names of all who had attended more than 60 per cent. of the sessions were sent to employers at the close of the term.

In addition to these reports, sent out from the central office, teachers were instructed to send post-card information as to pupils' non-attendance to firms which had agreed to follow up their men. The interest of many of the managers in the progress of their men was most encouraging. Several managers made a point of hunting up men who had dropped out, and notifying the committee of the reason for their failure to attend.

Several employers have also taken an interest in guiding the committee in the choice of teaching material that should be of use in the daily work of their employees.

CONCLUSIONS

Summed up, then, the main reasons for losses from Wilmington night school classes in 1919 were as follows:

(1) The unsettled condition of industry, which resulted in the removal of many men from the city, in extensive unemployment, irregular hours, and labor disturbances. For these conditions the schools were in no wise responsible, and they will probably improve in the next few months.

(2) Home conditions, such as sickness, domestic difficulties, etc., and other competing interests. These are the causes that operate against projects for self-improvement in all walks of life. It is a characteristic of most human beings, including immigrants, to think they are going to find time for cultural pursuits which finally get crowded out after all by other important and unimportant matters. Skillful teaching, however, ought to reduce this source of loss very materially.

(3) Overcrowding in the early part of the term, which made it impossible for teachers to give to each pupil that definite consciousness of daily progress which forms his chief inducement to return.

(4) Propaganda, conducted by members of the racial group who are antagonistic to the work of Americanization. This sort of thing, though obviously not controllable by the educational authorities, will have less force as teachers and pupils become better acquainted.

(5) In a very small number of cases, discouragement, due to slower progress than the average maintained by the class. Sometimes the individual teacher can avoid this by giving special attention to the backward pupil, but her first duty is to her class as a whole. The real solution lies, perhaps, in securing the aid of a volunteer teacher who can give additional help to such exceptional pupils.

The hopefulness of the situation for next year lies in the fact that every member of the teaching force is now familiar with these difficulties and is determined to overcome them from the first another term.

j. THE INTERPRETATION OF AMERICA

I. CONTACTS WITH THE AMERICAN COMMUNITY

Throughout the educational experiment, the committee never lost sight of the fact that its real task was to help the immigrant find his place in the American community. And as the tie between teachers and pupils became closer, several ways of doing this were discovered.

Aid to Would-Be Citizens

No fallacy could be more dangerous to Americanization than the recent tendency of sincere but mistaken patriots to bring pressure to bear upon the foreigner, compelling him to go through the mechanical process of obtaining citizenship papers. The making of an American citizen is a spiritual process, surely. The pseudo-citizen who professes a devotion he has never been made to feel toward his adopted country, because his employer has faced him with the alternative of discharge, will become a very real menace to American institutions if this over-zealous propaganda continues.

On the other hand, few people imagine in how many cases the immigrant's hesitancy about applying for papers is due to his dread of venturing on strange ground. In order to do what it could toward removing this obstacle to citizenship, the committee

offered help in the classes to all who wished to file an application for naturalization. Volunteers went into the schools for several evenings, filling out the fact forms, and later the applicants were escorted in groups to the Federal Building, Mr. H. C. Mahaffy, deputy clerk of the court, keeping special evening hours for the purpose.

It should be noted that a marked falling off in attendance in certain classes occurred when this innovation was introduced. This was especially noticeable among the Spaniards, who were mostly new arrivals in the city and whose conditions of employment made a long stay improbable. In some way they became possessed with the idea that first papers were to be forced upon them, and in spite of explanations by their racial chairman many would not return to classes.

In general, however, the offer of help was greatly appreciated. During the school term, 164 men were helped to take out papers through the classes.

On March 27th, ninety-six of these men were formally presented with first papers before a community gathering held in the High School auditorium. Over 500 of their classmates were there, most of whom had walked long distances through the worst storm of the season, and a few patriotic Americans turned out to do them honor.

Brief addresses were made by United States District Attorney Curley and the chairman, Chancellor Curtis, and translated by the chairmen of racial committees. Each of the national groups largely represented sang its own anthem, and all together sang the songs of America that they had been learning in school. Then followed the impressive ceremony of presenting papers. A beautiful copy of the Constitution of the United States was also presented by the Service Citizens to each declarant.

These exercises did even more than had been anticipated to relate the members of the immigrant groups to the life of the American community. The declarants thus honored saw the step they were taking as a social act, nearly concerning those who were already shouldering the responsibilities of citizenship. Many of the Americans present visualized for the first time the splendid pioneer stock from which these new Americans came. And the foreign groups who sang the songs of their native land and listened to the songs of others strange to them caught a glimpse of the richness of comradeship they might hope to find in the new land.

On June 16th the Wilmington Chamber of Commerce, acting on a suggestion from the committee that it take some means of welcoming the new citizens of Wilmington into the life of the community, held a special luncheon at the Hotel du Pont, to which more than 100 men naturalized during the year were invited. The occasion was a great success, and it is hoped that it may prove to be the forerunner of many similar attempts to welcome the new American and make him aware of his new ties and responsibilities.

HELP FROM THE RED CROSS

The workers who made out fact forms for would-be citizens were brought face to face with the uncertainty of many immigrants as to the fate of families and friends in parts of Europe occupied by the fighting forces. So few of our pupils knew of the possibility of getting a message through with the help of the Red Cross Bureau of Communications that the local Red Cross secretary kindly agreed to hold evening office hours. It was soon realized, however, that the number of applicants was far too large to be handled in this way, and again volunteers went into the classes and took down the necessary information.

In schools where Polish, Russian and Jewish pupils predominated, practically the entire class wanted to fill out forms. The terrible suspense which these seemingly stolid men and women had been enduring all these months was a revelation once more of the gulf between the immigrant and the ordinary life of the average American. And the efforts of the Red Cross, already rewarded in many cases by replies to the heartbroken queries sent abroad, did more than can well be imagined to bridge the gulf for our pupils.

COMMENCEMENT EXERCISES

The culmination of these efforts to fill the imaginations of native- and foreign-born alike with a vision of the comradeship of America was the final gathering in the High School auditorium on June 13th, when the classes were turned over to the public educational authorities by the Service Citizens. With the exception of this very brief interchange between the Director of the Service Citizens, who acted as a chairman, and the President of the State Board of Education, the program was entirely in the hands of the pupils themselves. Its message to the Americans present was unmistakable: "See! this is the America we bring you."

The processional became a pageant. The pupils marched in by classes, each class led by a huge American flag, and each racial group within the class bearing a smaller national flag, while from the gallery behind and held aloft on the platform by one of the pupils the Stars and Stripes waved over all. It was an army with banners, proudly advancing, pioneers all.

There were seventeen nationalities represented among the 445 pupils present, but only ten could be given a special place on the program. Each of these groups sang its national hymn as before, but the speeches this time were their own, written and delivered by members of the classes themselves, the speakers, in most cases, having been chosen from several members of each racial group submitting speeches. The theme in each case was "My country and America." It was astonishing how varied were the points of view expressed. But each in his own quaintly chosen words told the same story of faith and pride in the country of his adoption.

Here is the speech of the man who spoke for the Spanish-speaking pupils, exactly as it was submitted to his teacher:

> "Ladies and gentlemen: Before every think I ask for you pardon for my incorrec pronounciation and expretion, duty to the short time, what I have been here; but I go to do one's best for to give you my opinion about America.
>
> "I can tell only what when I arrive at this country, I meet a more good America, that I can dream.
>
> "I have shape about America this opinion.
>
> "America it's a country, made of gold, where everybody can enjoy a ample, wise and just liverty.
>
> "That is at my judgment the reason for which are as Spanish as we leave our loved country for to come here, because we wish to enjoy this ambition of justice and freedom. And we come here no for the our own well being only, beside also for to give it our little help in the production and the more to try one's best possible for help it; because though all we love the country where we have born, we love America too, because in this hospitalary country we have a good reception and it is good, and lovely for every one; for this is America the country of everybody.
>
> "ANDRES BRUN."

Two hundred and eighty-five diplomas were awarded to pupils who had attended over 60 per cent. of the sessions, and 177 honor

certificates to those with smaller attendance who were regularly enrolled when the term closed.

At the close of the exercises, a reception to the pupils and their friends was held in the corridor and refreshments served by representatives of the seven leading women's organizations of the city.

Native and foreign-born alike carried away one feeling from this meeting, the sense that at last the foreigners of Wilmington "belonged."

II. RECREATIONAL ACTIVITIES

Until very recently, recreation has not had the place it deserves on the schedules of our American night schools. Indeed, it is a significant fact that in some of the large cities, where the experiment has met with marked success, it was undertaken not for its own sake, but as a forlorn hope in a desperate attempt to hold a rapidly vanishing night school constituency. As a matter of fact, the real social intercourse of a night school "party" is itself the end to which the educational program is but a means. Such intercourse *is* Americanization; the learning of English only prepares the way for it.

The surprising lack of recreational facilities in Wilmington made the introduction of social features into the schedule of the Americanization classes peculiarly desirable and at the same time peculiarly difficult. Even for the American young people of the city there has been up to this time a serious dearth of recreational life. For the foreigner there is even less.

A member of the Americanization classes said recently to a volunteer worker who was praising the thrift of the foreigner: "Sure we save. But what we got to do with our money? I eat, I sleep, I buy clothes. But I can't buy a little fun. I go to show and I say, 'No good. I no understand.' Don't like pool. Don't like saloon. Stand on street corner for awhile, then go to bed. Sure I save money."

So it was clear from the first that the work of the night schools should include recreation. What was not clear was how this was to be done in the meagre space allowed the classes. The public schools seemed perfectly hopeless. Not one of them had any room that was not filled with desks screwed to the floor. No auditorium, no kindergarten room, not even a basement playroom

was to be had. The classes housed by private organizations were more fortunate, so far as space was concerned, but other difficulties loomed up.

The pupils in the classes did not want to play. Some of them did not even want to sing. They came to learn. "Too old," they said, and shrugged. An employer, notified by the teacher that one of his men had dropped out of class, wrote the committee:

> "Gabriel S. says he did not go to the school to play games, and he will not go again."

It was resolved to go slowly with the recreational program. Thursday night was designated "Community Night," but at first only a few minutes were taken from work for singing. Some of the classes took great interest in their musical programs, especially after the first big meeting in the High School, where the different groups heard each other sing. Others did not enjoy even this.

One teacher reported that her class wanted to abolish "Community Evening" altogether. She was told that if the majority voted for this it could be done. The class, which was composed largely of sober-minded, middle aged married people, was divided. But the frivolous minority succeeded in getting their elders to agree to "just one party." That was a wonderful party. In one of the oldest and dirtiest of the public schools, with almost no space at all to move around in, seventy-five men, women and children had the most hilarious time of their lives. It was an Easter party, and each guest had a tiny yellow chick mounted on a card as a favor. They had an Easter egg hunt — old and young climbing and scrambling together in wild excitement. They had a peanut race, amid shrieks of joy. They had a contest, each pinning a basket onto the rabbit's arm, and the winner was the oldest member of the class; his prize was a toy automobile, and he ran it around and around the room, trailing it proudly behind him, while the walls rocked with the applause of his classmates. And last of all there was ice cream. That class had other good times later on, and one wonderful dance at the People's Settlement, but nothing can ever bring again quite the thrill of that first party.

Other schools and other classes held similar festivities after Lent and parties have followed thick and fast ever since. At first every one envied the lucky ones at the settlement houses and other centers with space for fun. But the classes that have had to put

up with the cramped and dingy hospitality of the public schools have not only conquered their handicap, by special efforts, but actually seem to have the best times of all.

As some of the teachers are not experienced along these lines and as practically all have been far too heavily loaded with work to take the time necessary for successful preparations, the committee's staff has undertaken to provide favors and decorations for each party, together with advice and volunteer help on the program. Incidental expenses in this connection have been borne by the committee, and often, in part, by the teachers; the pupils have taxed themselves for refreshments, usually at the rate of twenty-five cents each.

The greatest pains have been taken with every detail of these parties, which have meant to most of those invited their first glimpse of the social life of American homes. Written invitations are always issued; there are always favors, hand-made, to be taken home as souvenirs; always flowers; always shaded lights — and these things never fail to give joy. "They look like they could sing," said one man, gazing fascinated at the blue bird decorations that graced the room where the refreshments were being served. "I like," he went on. "I like fine. Even better than te-*a*-tre. At te-*a*-tre it is always the same, and it is for dose other peoples. Here it is so much beautiful, and it is all for us!"

The activities at these gatherings have been regulated, of course, by the limitations of space. There is some singing and some dancing. But the emphasis has been on the old-fashioned American games, whose charm not even the most dignified could resist.

A stereopticon, owned by the supervisor, has gone the rounds of the schools for Thursday night entertainments, and given much joy and edification. Both slides and post cards are used, and the theme is always America. Another favorite program is the concert conducted by the pupils themselves. They bring their own musical instruments and love to sing the songs that bring back other days and other scenes.

The remarkable success of the social contacts for which the committee has been able to include provision in its educational program, gives some indication of what will be accomplished when more time and money are devoted to this aspect of the work. Such contacts motivate and at the same time reward the pupil's classroom conquest of the language of America.

k. PLANS FOR FUTURE WORK

The work of the Delaware Americanization Committee described in the foregoing report has been almost entirely educational in its emphasis. Miss Lape's whole program for Delaware was based on a clear-eyed recognition of the fact that until truly adequate facilities for the teaching of English and citizenship to adult foreigners are provided and are being freely used, the real process of Americanization can hardly begin.

But the real process of Americanization is social, rather than educational. We must not only provide the immigrant with the means of communication with his American neighbors, we must see to it somehow that he *lives in an American atmosphere.*

When on July 1, 1919, the State Board of Education assumed financial responsibility for the night school classes, the Service Citizens' Americanization budget of $15,000 was released for the carrying out of this wider program sorely needed to supplement the educational work.

No part of this proposed program can be carried out effectively without the co-operation of the night school system, and every part of it should in turn assure and augment the success of the educational work.

The Americanization program contemplated by the Service Citizens for next year includes the following pieces of work:

(1) The organization of complaint and information centers in the foreign sections of the city, to which any immigrant may turn in trouble or perplexity. This work will be in part the basis for a more intensive study of conditions affecting immigrant life than it has been possible to undertake this year.

(2) The development of a clear-cut Americanization policy on the part of Delaware industries and its correlation with the work of the night schools.

(3) The compilation of a booklet setting forth in simple English the sort of information about America and the local community that every resident ought to have. This booklet will be used as a text-book for civics work in intermediate and advanced classes. It will also be translated into Italian and Polish and distributed to non-English-speaking men and women.

(4) The planning and financing of community gatherings similar to the two held this year, where native and foreign-born will be brought closer together.

(5) The financing and direction of teachers' follow-up calling with a continuation of the study of attendance records begun this year.

(6) Special work with foreign mothers in their own homes, to be planned and executed in the closest conjunction with the night schools, but not confined to purely educational work. The Child Health Centers organized by the State Defense Council and now maintained by the Reconstruction Commission are already in touch with a large number of non-English-speaking women, and it is planned to work out a co-operative program with at least one of these centers.

In all these plans the committee looks to the people of Delaware to complete a process that special workers can never do more than begin. The work of the committee this year has shown, we believe, that the foreign-born of the state are eager to take their place in the life of the community, and willing to work very hard to fit themselves for it.

But nothing the foreigner can do, and nothing the committee can do, will avail much unless the American community itself makes a place for the immigrant in its normal life, and welcomes the gifts he brings.

This is Delaware's next task. And the people of Delaware will not shirk it.

I. APPENDIX

OUTLINE FOR STUDY OF RACIAL GROUPS

A. Introduction.
  I. Numbers.
    a. How many, according to census of 1910?
    b. How many children of this nationality in public schools?
    c. How many, and what proportion, listed in Industrial Census?
    d. Estimated population today.
    e. Comparison with other nationalities.
  II. Location.
    a. In Wilmington.
    b. In other parts of Delaware.
  III. Source; where did most of these people come from, and when?

B. European Backgrounds.
  I. Political.
    a. From what country do these people come? From what part of that country?
    b. In their own country are they a *ruling* race, or a *subject* race?
    c. What events in their national history do we need to know in order to understand them?
    d. What political conditions in Europe today are important as affecting their racial life and interests?
    e. What have been their relations to other peoples in Europe?
  II. Economic.
    a. What are chief geographical characteristics of their native country?
    b. What are the chief activities of its people?
    c. What sort of living conditions have they been used to? What about labor conditions?
    d. What educational opportunities are open to the common people?
  III. Linguistic.
    a. What language or languages do they speak?
    b. What are the characteristics of the language?
    c. What group does it belong to?
    d. Is the English alphabet used?
    e. What are the special difficulties confronted by these people in learning English?
  IV. Racial Characteristics.
    a. What physical type predominates?
    b. What temperamental characteristics are frequently found? What special vices and virtues?
    c. Are popularly accepted theories on these points accurate?
    d. What are leading national arts, favorite national pastimes?
C. Conditions in Wilmington.
  I. Physical.
    a. What type of house do most of these people live in?
    b. Are they mostly people with families? Does more than one family live in one house? Are there instances of serious overcrowding?

c. Do single men of this group live in lodging houses, or board with private families, or both?
d. Is there inside plumbing in these houses?
e. Where unsanitary conditions exist, in how far are they the fault of the landlord, of the community, of the tenant?
f. About how many of this group own their own homes? Are there men and women of this group who own a number of houses and rent to their own people?
g. What living conditions prevail in small shops where owner lives on premises?
h. Are conditions in food stores better or worse than in stores patronized by other racial groups?

II. Industrial.
a. What are the chief occupations of these people?
b. Who are their chief employers?
c. Are they employed to any extent by their own compatriots? Any evidence of padrone system?
d. Is there any floating labor in this group? Who employs it? Who really secures it? From where?
e. Are employees handled by the employer directly, or through interpreters?
f. What is the prevailing wage scale in the industries where these men are employed? What about hours?
g. Do the young girls go out to work? How early? At what occupation?
h. Do the married women do work outside the home? What sort?
i. Do women and children earn money *in* the home? How?

III. Political.
a. Is this racial group a majority in any ward, or does it hold a balance of power?
b. To what extent do these people vote and act politically as a racial unit? If so, what seems to hold them together?
c. What political party has the group generally favored? Why?

d. Has this group ever substantially swayed an election or compelled or prevented important political action? When and how?

e. Who are their leaders? Is there any leader who is supposed to be able to "deliver" the vote of the racial group? Has his power been overestimated?

f. Are there political societies among these people? Where are they located? How many members? What do they work at?

g. Do these people look to the politicians when in trouble? Do the politicians give them any assistance in taking out citizenship papers? Do they take an interest in seeing them through trouble in court?

h. What of the political influence of banks, steamship agencies and saloons kept by members of this group?

i. Is there any marked interest in socialism among the members of this racial group?

j. How many voters of this nationality are there in Wilmington?

IV. Social.

a. Do these people tend to spend their evenings at home as a family group?

b. Do they go out as a family group at night? Where?

c. Do they tend to patronize American recreational centers?

d. What racial societies have they in Wilmington?

1. What are their purposes and activities?
2. Under whose leadership and control are they run?
3. How many members have they? Are there women?
4. Influence (quantitative and qualitative).
5. Are there any organizations for women only?

e. Do the young people seek recreation on the street? Outside the city?

f. What are standards of etiquette and supervision of young people among this racial group?

g. Are these people interested in dramatics? Have they any special organizations along these lines?

V. Religious.
a. What is the church of the majority? Is there a substantial minority in any other church?
b. Does the church wield a powerful influence in the group. Does it exercise itself in secular matters?
c. About what proportion of the children attend parochial schools? Is there a tendency on the part of parents to shift their children back and forth?
d. Is there bitter feeling between different religious factions?

D. Attitude Toward Americanization.
I. Relation to the American Community.
a. Is the foreign man compelled to mix with Americans in his work? Is he handicapped by a lack of ability to speak English?
b. Is the foreign woman naturally drawn outside of her own racial group in the course of her daily pursuits?
c. In how far can the normal needs of the family be filled without the use of English? Do they use their own grocery stores, bakeries, drug stores, clothing stores, pawn shops, stationery stores, restaurants, lawyers, doctors, notaries, undertakers?
d. Do they avail themselves of public facilities for health, recreation and education? If not, why not?
e. Is there any general knowledge among them as to ordinances, city departments, and courts, and other facilities to which they must turn in emergencies?

II. Interest in the English Language.
a. How many of them are now attending night schools in Wilmington?
b. Is there any large proportion of them who do not use English at all?
c. Have they private facilities for the teaching of English among their own people?
d. Was there any agitation among them before the establishment of classes, with a view to obtaining such public facilities?

III. Attitude toward Citizenship.
  a. How many voters have they in Wilmington? How many declarants?
  b. How general a desire is there among them to return to the old country?
IV. Americanization Agencies at Work among Them.
  What American agencies are at work among them which tend to Americanize them?

E. Principal Needs.
  I. What flagrant conditions are there among this group that need immediate correction?
  II. What misunderstandings between them and the native-born need to be cleared away?
  III. What facilities for filling their normal needs ought to be established?

III. OUTLINE FOR SUMMER SCHOOL AMERICANIZATION COURSE

Delaware College, Newark, Del., July 1 to August 8, 1919

A. General Principles of Americanization.
  I. Introductory.
    a. The meaning of Americanization (definition; historical significance; point of view).
    b. Americanization programs — national, state and community (industrial, educational and social).
      Mr. William C. Smith, Supervisor of Immigrant Education, New York State.
    c. Brief history of immigration in the United States (numbers; source; distribution; assimilation).
      Professor Herbert A. Miller, of Oberlin College and Mid-European Union.
  II. European backgrounds of racial groups largely represented in the United States and Delaware.
    Professor Herbert A. Miller.
    a. Political (significant events in national history; significant political conditions in Europe today; relation to other peoples of Europe).
    b. Economic (occupations; living conditions; educational opportunities).
    c. Linguistic (characteristics of language significant to the teacher of English).

III. Conditions and problems at present existing among immigrant groups in the United States and the local community.

a. Industrial (immigrant occupations; contract labor; padrone system; foreign labor unions; industrial accidents; welfare work).

Mr. E. E. Bach, Chief, Bureau of Americanization, Pennsylvania Council of Defense.

b. Political (leadership; voting power; naturalization problems).

Miss Elizabeth F. Read, of the New York Bar.

c. Neighborhood (housing; recreation; family life; racial organizations; religious organizations; degree of dependence on the American community).

Miss Sara Libby Carson, War Camp Community Service.

B. Teaching Methods.

Miss Marguerite H. Burnett, Supervisor of Immigrant Education in Delaware.

I. Introductory.

The problem of the Americanization School and the means employed for its solution.

II. Organization of Americanization Schools.

a. Selection of meeting places (schools, industries, plants, racial halls, settlements).

b. Publicity (printed material; schools; industries; visiting; racial leaders).

c. Formation of classes and grading of pupils.

III. Course of Study and Program. Principles underlying the selection and arrangement of material.

IV. Recognized methods of teaching English (direct; translation; variations).

Special methods for the teaching of:

V. Themes.

VI. Reading.

VII. Phonics and spelling.

VIII. American ideals and institutions.

IX. Special classes for candidates for naturalization.

X. Special classes for mothers.

Note.— Special lecture by Miss Harriet P. Dow, New York City.

XI. Text-books and illustrative material.
XII. Recreational work (function; organization; program).
XIII. The attendance problem (systems of record keeping; methods of securing and holding attendance; analysis of losses).
XIV–XIX. Practice teaching, six-lesson periods.
XX. Final examination.

Five periods of observation of teaching methods and recreation in the Americanization classes of Wilmington, Delaware (required of all pupils in addition to attendance at lectures).

IV. LETTERS FROM UNCLE SAM

(Used in Publicity Campaign)

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LETTER I (sent out through schools)

Know this.—America needs every man —
America needs every woman —
America needs you.
We want to understand you.
Are you an idealist? Speak to us.
Are you a laborer? Speak to us.

We need you, the real part of you, the soul of you. Tell us about yourself. Our strength as a people, our strength as a nation, depends on each one preserving that which is good and using that richness for the good of all.

Our schools are for you. Our language is for you. Use the schools. Learn the language. You owe this to the country of your birth and to America where you live.

Learn English.

UNCLE SAM.

LETTER II (sent out through schools)

One tongue for the builders of America.

Once a king had a dream.

He said he would make his dream come true. He would build a tower to heaven where the gods live.

Quickly he called his builders.

Smartly they set to work. Higher and higher rose the tower. Soon it would reach heaven.

Then the Great God looked out and said, "No, no, you shall never reach heaven."

He sent the plague of tongues.

And the builders could work no more for they could not understand each other. They quarreled bitterly.

The gods laughed.

The tower never reached heaven.

One tongue for the Builders of America.

Learn English.

UNCLE SAM.

LETTER III (sent out through schools)

English is the language of America.

If you cannot talk English you cannot use your tongue. You cannot make yourself understood. You must give up your right to speak. You give up your liberty.

When you do not know you are afraid and suspect. English words come to your ears. You are deaf. It is like darkness to your eyes. You do not share in American life. You are a prisoner in a free country.

Who among you knows English? He is your leader. He speaks for you. He is your master. He has American friends. He is free in a free country.

Learn English. Use your tongue. Be your own master. Be free. Be an American.

Learn English.

UNCLE SAM.

LETTER IV (sent out through industries)

You say America does not understand you. She just makes you work and work. She does not know your native country. She does not know the stock from which you come. She does not know your great men, your ideals.

Is this not partly your fault? Who can tell the story best? Who can show us the way, help us to understand? How can you tell us the best of your race? In your foreign tongue? No. We cannot understand. How can you stand up for what you believe? In your native tongue? No. We cannot understand.

America is a democracy. America wants to listen to you. She wants to know what you think, how you feel, what you hope to be. America is you.

Speak. Tell your story so that Americans understand. Tell your story in English, so that America knows, and there can be no mistake.

Learn English.

UNCLE SAM.

LETTER V (sent out through industries)

In America the citizens run the government. Citizens build the nation. Citizens do their work for the government. Everybody is busy — talking, working, voting, to push on America.

You want to have a part in the undertaking. It is interesting. You want to have a part. It is inspiring, this building of a nation by its people.

But you who are not a citizen cannot help. You have no part. You have no voice. You have no vote.

A citizen calls for and delivers your mail. You cannot help there.

A citizen polices your streets and protects your home. You cannot help there.

A citizen guards your home from fire. You cannot serve there.

A citizen teaches your children. You cannot serve in the schools.

Stop looking on from the outside. Come inside and help.

Become an American citizen and vote.

UNCLE SAM.

LETTER VI (sent out through industries)

Your shop is American. Your boss is American. Your work.

The boss pays you. But that is not all. There is something more.

You and the boss are partners.

This is not a paternalistic government. Things are not done for you by a ruling class.

This is not a fixed government — the same today as it was yesterday and will be tomorrow.

This is a government of the people. What you have, you give yourself.

This is a growing government. It was good yesterday. It is better today. It will be better tomorrow if the people will.

You and the boss are partners. Together you build the nation.

Long ago people used to say, "It is better to be born a citizen of a republic than to be born a king."

What was true then is true today. Every man is a ruler in a democracy.

You and your boss are partners. He wants you to be a partner with him in building a better business for a better country.

Be a citizen and vote.

UNCLE SAM.

LETTER VII (sent out through industries)

American clothes—American man. I meet you everywhere. I say to myself: "This is one of the hundred million citizens of America." When I learn that you are not a citizen I am surprised. You look like an American.

The hat on your head is an American hat. It is the best made. I would recognize it anywhere. That suit of clothes that sits so well on your shoulders is an American suit.

Your overalls, comfortable, lasting, cheap, are American-made overalls.

Your shoes, well-made, wide, strong, safe, comfortable shoes, are American-made. I can tell by the way they are cut, by the way they wear. America makes the best shoes and that's what you wear on your feet.

Your necktie, your shirt, your underwear, are all American.

Truly, on the outside you are an American. You appear to be an American citizen.

American clothes—American men.

Be a citizen and vote.

UNCLE SAM.

LETTER VII (mailed to all declarants from non-English-speaking countries)

Have you taken out your full papers yet? Why not? No time?

Do you think there will be more time tomorrow or next year?

Time passes. Things move along swiftly these days. Each day has its duties. Tomorrow you may not be able to do what is easily done today.

Maybe you did not like to go to the courts to get your papers?

You were backward because you were a stranger. Perhaps you were afraid you would make a mistake. Or did you think you did not know what to do?

There are classes in the schools at night to teach you what to do and how to do it. They are held in the evening so that you can go after hours. There you will find a group of men like yourself learning how to become a citizen.

The teacher is friendly. He wants to help you get your papers.

You will find such classes in the church, in the young men's associations, in the business schools, in the political clubs.

Go somewhere to somebody tonight and begin.

Become an American and vote.

UNCLE SAM.

V. DISTRIBUTION OF CLASSES

Nationality	Center	No. Classes	Grade.
Italian	Public School No. 11.	(3)	Beginners (women).
			Beginners (women).
			Intermediate.
	Italian Neighborhood House.	(4)	Beginners.
			Intermediate.
			Advanced.
			Beginners' afternoon class for mothers.
Polish	Modjeska Hall (St. Hedwig's Polish Roman Catholic Church).	(3)	Beginners.
			Intermediate.
			Advanced.
	Old Swedes Parish House.	(2)	Beginners.
			Intermediate.
	Public School No. 19.	(3)	Beginners.
			Intermediate.
			Advanced.
Russian	Russian Hall.	(2)	Beginners.
			Intermediate.
	Home Class for Mothers.	(1)	Beginners.
Ukrainian	Ukrainian Hall.	(2)	Beginners.
			Intermediate.

Spanish	American House.	(1)	Beginners.
Jewish	Peoples Settlement House (Afternoon class for women).	(1)	Beginners.
Mixed			
Italian Spanish Jewish Polish German French	Public School No. 4.	(4)	Beginners I. Beginners II. Intermediate. Advanced.
Mixed			
Jewish Spanish Polish Italian Mexican	Public School No. 1.	(2)	Beginners. Intermediate.
Mixed			
Polish Ukrainian Russian Italian Austrian	Public School No. 14.	(2)	Beginners. Intermediate.
Mixed			
Polish Italian Austrian	Public School No. 17.	(1)	Beginners. Intermediate.

V. DISTRIBUTION OF CLASSES — *Continued*

Nationality	Center	No. Classes	Grade.
Mixed Austrian Russian Spanish Jewish	American House (morning class for night workers).	(1)	Beginners. Intermediate.
Mixed Italian Austrian Norwegian Jewish	Y. M. C. A.	(1)	Advanced (citizenship).
Mixed Scandinavian Polish Hungarian Danish British French	Federal Building.	(1)	Petitioners.

VI. REGISTRATION CARD

DELAWARE CLASSES IN ENGLISH FOR FOREIGNERS

Last name. ..... First name. ..... Date. .....
Address. ..... Age. .....
Occupation. ..... Employer. ..... Address. .....
Most convenient school to attend. Hour ..... Do you want special work for citizenship? ..... What language do you speak? ..... Do you speak English?* ..... Do you read in native language? ..... Dou you read English?* ..... Do you write in native language? .....
Do you write English? .....

* Well (W), Fair (F), Poor (P), None (N).

VII. TENTATIVE COURSE OF STUDY AND SYLLABUS

SYLLABUS OF AMERICANIZATION CLASSES OF WILMINGTON, DEL., FEBRUARY–JUNE, 1919

Beginners' Classes

(Program of Studies and Time Schedule)

Theme development	25 minutes
Writing	20 minutes
Phonics	5 minutes
Reading	25 minutes
Conversation	15 minutes
Spelling	10 minutes
Arithmetic	10 minutes
Civics	10 minutes

Theme Development

Aim.— To teach the foreigner who is just beginning the study of English to understand and use expressions needed to describe the common experiences of daily life.

Material.— Series of short related sentences describing an end to be attained which admit of dramatization. The vocabulary used to be that of the text-book. (Goldberger's "English for Coming Citizens.")

Arrangement.— In logical order of sequences to secure continuity of thought and repetition of vocabulary.

School Room Series.

In school.
What I do in school.
What I learn in school.
Going to school.
The schoolroom.

Domestic Series.

Washing my hands.
Getting a drink.
Taking a bath.
Eating breakfast (two lessons).
Making the bed.
Making the fire.

Occupational Series.

The cutter.
The tailor.
Looking for work.

Note.— The occupational series suggested should be supplemented by themes describing the occupations of pupils in the classes.

The crane operator.
The reamer.
The planing machine operator.

Common Experiences.

Bathing in the ocean.
Going to the doctor.
Coming to America.

Note.— Themes should not contain more new words than can be mastered easily in one lesson. Some of the more difficult material in the text-book should be presented in two lessons.

Method of Development.

Oral.— The teacher performs the act or shows the object and describes it while she does so, being careful to speak slowly with clear and correct enunciation and articulation. The pupils are then called upon to perform the act and repeat the sentence describing it. Concert repetition is employed to encourage diffident pupils to take part in the recitation and to maintain the interest of the group.

Written.

Blackboard.— Dramatization is repeated by the teacher or pupil and the sentence used to describe it written on the blackboard by the teacher as it is repeated by the individual pupil or the class in concert.

Note books.— The lesson is then copied by the pupils into their note books as part of the writing lesson of the evening.

Reading from text-books.— The same lesson or one containing a similar vocabulary is read from the text-book, first by the teacher for a model of expression and later by individual pupils.

Conversation.

Aim.— To give the pupil an opportunity to use the vocabulary he has acquired in his theme lessons and to provide him with expressions of inquiry, greetings, etc., that he will need for immediate use in his intercourse with English-speaking people.

Material.—

1. Conversational exercises following the reading lesson.
2. Expressions used in salutations, inquiries, buying and selling, applying for a position.
   (1) Introducing a friend.
   (2) Asking for information about a railroad, train, the way to a place.
   (3) Applying for a job.
   (4) Buying a hat, a pair of shoes, a suit.
   (5) Renting rooms.

   See Goldberger's "English for Coming Citizens." Lessons LIII, LIV, LVII for additional material.

Method.— Dramatization first by the teacher and a more advanced pupil and then by pupils alone. Care should be taken to emphasize the direct expressions that it is intended to reach.

Composition.

Oral.

1. Reproduction of themes and reading lessons by questions and answers and topical recitation.
2. Description of objects and pictures.
3. Composition of messages for postal cards and letters.

Written.

1. Answering information questions (name, address, occupation, etc.).
2. Addressing envelopes and postal cards.
3. Writing postal cards.

Written.

4. Simple letters.

To teacher explaining cause of absence from night school.

To employer explaining absence from work.

To a friend inviting him to call.

Writing.

Copying themes and letters. (All writing by the teachers for copy should be in large round letters which can be easily read from any part of the room.) Special instruction in penmanship is needed only by illiterate pupils; those who can write their native language have little difficulty with English letter form.

Reading.

Text-book.

The lesson or part of the lesson upon which the theme of the evening has been based.

Signs.

Those used in industry, on the street, in cars, railroad station, stores, etc., with special attention to safety signs.

Note.— The reading and interpretation of one commonly used sign is to be taught each night.

Shop rules and regulations.

Advertisements.

Spelling and dictation.

Spelling.

1. Two hundred of the simplest words used in the writing experience of the foreigner selected from the Ayres List, together with those that are commonly misspelled in written work.

Note.— Spelling words taught are to be those selected from the theme of the evening that are found in the grade lists. Spelling is so difficult for the foreigner that it should be taken up slowly and thoroughly. Not more than five new words should be taught to a beginners' class in any one lesson.

Dictation.

Sentences and paragraphs suitable for simple letter writing that contain the spelling words which have been taught.

Phonics.

Sounds that are difficult for the nationalities represented in the class.

Language Forms.

1. Agreement of subject and predicate.
2. Tense forms.

Arithmetic (Optional).

1. Notation and numeration.
2. Fundamental operations.
3. United States money.

Note.— Emphasis is to be placed upon the language of arithmetic rather than upon the operations which are understood by most of the pupils.

Memory Selections.

1. Salute to the flag.
2. America.
3. The Star Spangled Banner.
4. Proverbs.

Civics.

Aim.— (All grades.) To so interpret the ideals and institutions of America to the foreigner by example as well as precept that citizenship will be sought by the coming citizen because he knows and respects American ideals and traditions and wishes to adopt them as his own.

Material.— The limited vocabulary of the beginner makes it necessary to confine civic instruction in this grade to a knowledge of civic virtues given through practice and experience in the classroom and social center. Individual responsibility for group welfare in a democracy should be emphasized and definite ways in which the foreigner may assume his share of civic responsibility be suggested, i. e., to care for his health, to obey the law, to be a good neighbor, to improve his education. Fundamental principles of American government should also be explained and taught. Pictures, lantern slides, dramatization and excursions will prove valuable aids to instruction.

Methods.—After a sufficient vocabulary has been acquired by the beginner to make understanding possible, one important civic fact may be taught each night, i. e., in America laws are made by the people. The fact to be presented is explained by the teacher, expressed in a simple sentence, and memorized by the pupils. Pictures, lantern slides, dramatization and excursions will prove valuable aids to instruction.

Type Themes for Beginners' Classes

Lesson I.	In School.
come into	I come into the room.
take off	I take off my hat.
say	I say "Good-Evening."
sit down	I sit down.

Words taught — 14.
Spelling words:
come say sit.

Lesson II.	What I Do in School.
come into	I come into the room.
take off	I take off my hat.
say	I say "Good-Evening."
gives	The teacher gives me a book.
take	I take the book.
gives	The teacher gives me a pencil.
take	I take the pencil.
gives	The teacher gives me a piece of paper.
take	I take the piece of paper.
write	I write my name.

New words taught — 14.
Spelling words:
see take me.

Lesson III.	Going to School.
put on	I put on my hat.
put on	I put on my coat.
say	I say "Good-Bye."
walk	I walk to school.
come into	I come into the room.
say	I say "Good-Evening."
take off	I take off my coat.
sit down	I sit down.
write	I write my name.

New words taught — 5.
Review Exercise.
Spelling words:
on walk put coat.

Lesson IV.	What I Learn at Night School.
go	I go to school every night.
learn to speak	I learn to speak English.
can speak	I can speak thirty English words.
learn to read	I learn to read English.
can read	I can read an English book.
learn to write	I can learn to write my English lesson.
can write	I can write my English lesson.
learn to spell	I learn to spell English words.
can spell	I can spell eight English words.
understand	I understand a little English.

New words taught — 18.

Spelling:

can write read.

Dictation:

I can read.

I can write.

Intermediate Grade

(Program of Studies and Time Schedule)

Theme or Topic Development	20 minutes
Writing	15 minutes
Phonics	5 minutes
Reading	25 minutes
Conversation	15 minutes
Spelling	15 minutes
Civics	15 minutes
Recreation	10 minutes

Theme or Topic Development

Aim.— To increase the vocabulary of the foreigner and to provide an opportunity for him to use independently the expressions that he has already learned.

Material.

Themes.— Experiences common to the group that lend themselves to theme development with special attention to those that describe the industrial operations of the different groups represented in the class.

Common Experiences.— Depositing money. Renting a flat. Going to the theatre. Calling the ambulance.

Occupational.

(Material given is only suggestive. Each teacher should adopt material to the needs of her particular class.)

Shipyard employees:
- The reamer.
- The riveter.
- The rigger.
- The boilermaker.

Railroad employees:
- The brakeman.
- The oiler.
- The watchman.

Mechanics:
- The carpenter.
- The bricklayer.
- The mason.

Leather industries:
- The tanner.
- The finisher.

Topics.

Those contained in the text-book that lend themselves to this treatment.

- The time table.
- Public signs.
- The weather.
- The seasons.
- Milk.
- Vegetables.
- Care of food.
- Trade schools.
- Safety.
- The policeman.
- The post-office.

Method.

Theme development.— (See Outline for Beginner's Class.)

Topic development.— The teacher obtains from the pupils, by a series of questions, statements about the topic under discussion. She corrects these statements as they are made and writes the most acceptable on the blackboard in paragraph form, supplying additional information when necessary. The lesson is then read

from the blackboard by the pupils, copied into note books and the related text in the book (Goldberger's "English for Coming Citizens") made the reading lesson of the evening.

Conversation.

Aim.— (See outline for Beginners' Classes.)

Material.— Lessons in text and experience of foreigner that lend themselves to this treatment.

At the Restaurant.

In the Railroad Station.

In the Department Store.

Method.— (See Outline for Beginners' Classes.)

Composition

Oral

1. Reproduction of themes, topic development and reading lessons, fables.
2. Composition of friendly and business letters.
3. Description of objects, pictures and personal experiences.

Written

1. Addressing envelopes and postal cards.
2. Writing of simple letters. (See Suggestions made to teachers of advanced classes.)
3. Reproduction by question and answers and from memory of material covered in "Topic Development" lessons.

Reading

1. Text-books arranged for foreigners and adapted to grade.
2. Signs, posters, advertisements.
3. Newspapers and pamphlets.
4. Simple historical and geographical readers.

Spelling

The spelling lists prepared for the grade contain 300 simple words commonly used in English writing, selected from Ayers' List. Teachers are to add to it whatever words are needed by individual groups. Care should be taken to select words commonly used in written work. Column spelling should be used only for teaching and the immediate drill following the teaching. As soon as possible, words should be dictated in sentences, since that is the form in which the foreigner will use his knowledge of spelling.

Phonics.

1. Teaching of the production of those sounds that are most difficult for the nationalities represented in the class.

Phonics.

2. Teaching of phonetic elements that will aid in the recognition of new words.

Language Forms and Grammar.

1. Correction of errors.— Teachers should note carefully errors commonly made by pupils, and correct one or two every night. Correction of these errors should be a class exercise after the lesson.
2. Agreement of subject and predicate.
3. Tense forms.
4. Commonly used contractions.

Civics. (New York State University Citizenship Syllabus.)

I. The Foreigner's Community. What it does for him.
   1. Fire Protection.
   2. Police Protection.
   3. Health Protection.
   4. Education.
   5. Recreation.

II. The Foreigner's New Home.
   1. The United States.
   2. The Country of America.
   3. The Great Men of America.
   4. The Flag of America.
   5. The Holidays of America.
   6. The National Anniversaries of America.

Arithmetic (optional).

Not more than 10 or 15 minutes a night should be devoted to arithmetic and emphasis should be placed upon the language rather than the concept of number.

1. Notation and numeration.
2. Fundamental operations.
3. United States money.
4. Measurements.
   Linear — in., ft., yd., mi.
   Liquid — pt., qt., gal.
   Dry — pt., qt., pk., bu.
   Weight — oz., lb., ton.
5. Simple problems used in daily life.

Memory Selections.

1. Salute to the Flag.
2. America.

Memory Selections.

3. The Star Spangled Banner.
4. Proverbs.
5. Short selections from the speeches of famous Americans expressing American ideals and aspirations.

Advanced Grade

(Program of Studies and Time Schedule.)

Oral composition (includes topic development, conversation, discussion and debates)	30 minutes
Writing	15 minutes
Phonics	10 minutes
Reading	25 minutes
Formal language or grammar	10 minutes
Spelling	15 minutes
Civics / Arithmetic	15 minutes

Conversation.

Aim.— To encourage students to talk freely. It may be on the subject matter of the reading lesson, current events, civics, hygiene, history and geography. Errors made by pupils while talking should be carefully noted by teacher and serve as a basis for work in formal language and grammar.

Topics for Conversation.

I. Current Events.

At least one lesson a week should be given to a discussion of current events. When newspapers, magazines and pamphlets are made the text of the reading lesson, abundant material for these discussions will be provided.

II. Hygiene.

1. How to keep well.
2. Good posture. (What it is and how it affects health.)
3. Care of the teeth and eyes.
4. Clinics and dispensaries, their use and abuse, location.
5. How to spend a holiday or vacation. Suggest trolley trips to nearby suburbs, a sail on the river. Encourage the foreigner to go where he will see country life in America. (Often he does not realize that there is any.)

III. Business.
1. Banks, kinds and uses of each; necessity for choosing a safe bank.
2. Insurance, kinds and advantages of each.
3. Ways of investing money — real estate, mortgage, government bonds etc.; advantages and disadvantages of each.
4. United States money, description of commonly used coins and bills, comparison with those used in foreigner's land.

IV. Civic.
1. Housing.
2. Sanitation.
3. Public educational facilities and how they may be used.
4. Recreation.
5. Taxes.

Composition.

I. Oral.
1. Reproduction and discussion of reading lesson.
2. Description of interesting personal experiences.
3. Discussion and debates.
4. Development of material used in written composition.

II. Written.
1. Addressing envelopes and postal cards.
2. Writing postal cards. (Use and abuse of postal cards explained, messages suitable for postal cards given.)
3. Friendly letters (topics suggested by pupils), formal social letters of thanks, invitation, regret, condolence.
4. Business letters.
   (1) Application for position in answer to advertisement.
   (2) Request for reference from a former employer.
   (3) Letter to landlord making a complaint and asking for repairs.
   (4) Letter to gas company asking to have the meter open or closed.
   (5) Letter to gas company complaining about a gas bill and asking to have the meter tested.
   (6) Letter enclosing check or money order for payment of bill, rent, installment, life insurance, etc.

(7) Letter to Department of Health, complaining of unsanitary conditions in the house or apartment.
(8) Letter to a railroad company about the loss of a pocketbook.
(9) Letter ordering goods advertised in magazines, newspapers, etc.
(10) Letter asking for information and catalogue about advertisement read in newspapers, magazines, etc.
(11) Letter to employer explaining cause of absence from work.
(12) Letter to bank notifying it of the loss of a bank book.
(13) Letter to the Board of Health asking for birth certificate.
(14) Letter to furniture company about delayed payment of installment on furniture.
(15) Notes to principal and teachers:
(a) Excuse for child's absence and lateness.
(b) Request for transfer.
(c) Request for special report on work.

This list of topics is merely suggestive. Teachers will add to it others suggested by their pupils.

Spelling.

1. The list prepared for the grade contains 500 words commonly used in English writing. Teachers will add to it whatever words are needed by the particular group with which they work. Care should be taken to select those words that are used in written expressions. Column spelling should be used only for teaching and the immediate drill following the teaching. As soon as possible words should be dictated in sentences, since that is the form in which the foreigner makes use of his knowledge of spelling.
2. Commonly used abbreviations.
3. Meaning of selected roots, prefixes and suffixes.

Reading.

1. Text-books, prepared for the grade.
2. Daily newspapers, magazines, pamphlets.
3. The Declaration of Independence and the Constitution of the United States.
4. Historical and geographical readers.
5. Simple biographies of famous Americans.

Formal Language and Grammar.

NOTE.—Work in grammar is to be made as practical as possible. Errors made by pupils while talking are to be noted by the teacher and to form the basis of work in grammar.

1. Agreement of subject and predicate.
2. Plurals of nouns in common use.
3. Gender of nouns in common use.
4. Possessives.
5. Parts of commonly used irregular verbs.
6. Formation and use of tenses of verbs. (Adverbs of time to be introduced to make meaning quite clear.)
7. Correct use of preposition.
8. Comparison and use of adjectives.

Phonics.

1. Systematic teaching of sounds that are difficult for nationalities represented in class.
2. Vocal gymnastic drill.
3. Study of diacritical marking used in the dictionary.
4. Lessons in the use of the dictionary for pronunciation and meaning of words.

Arithmetic.

NOTE.—In all work in arithmetic emphasis is to be placed upon the language rather than the contents of the subject.

1. Notation and numeration.
   Reading and writing of numbers in words and figures.
2. Fundamental operations.
   Arithmetical names of processes and answers; signs used for each example.
3. United States money.
   Names of commonly used coins; writing of dollars and cents, using words as well as figures; expense and household accounts.
4. Checks and deposit slips.
   Uses of each; study of forms; meaning of terms; drawer; bearer; indorser; practice in making.
5. Bills and receipts.
   Meaning of terms; study of forms; practice in making.
6. Money orders, domestic and foreign.
   Uses; study of forms; practice in filling out.
7. Measurements; liquid and dry measure.
   Commonly used units of each; tables; application in problems of daily life.

8. Linear measure; avoirdupois weight; table of time.
   Commonly used units of each; tables; applications in daily life.
9. Short methods and business fractions.
10. Geometrical forms.
    Names of commonly used forms; circle; square; rectangle; triangle.

Civics.

Aim.— To develop a better appreciation of the ideals and institutions of the government, history, and resources of America and to acquaint the foreigner with the advantages and responsibilities of citizenship and the procedure of naturalization.

Material.— Selected parts of Course of Study suggested by New York State University Citizenship Syllabus.

I. The Government of the United States.
   1. Form, representative republic.
   2. Five divisions.
      Town, city, county, state, national.
   3. Three branches of each division.

II. City government.
   1. Fundamental law, city charter.
   2. Branches of city government.
      Legislative, city council or board of aldermen; executive, mayor; judicial, city or municipal courts; composition and duties of each.

III. Responsibility of the municipal government to the community for:
   1. Public health.
   2. Education.
   3. Police and fire protection.
   4. Water supply.
   5. Streets.
   6. Parks and playgrounds.

IV. County government.
   1. Relation to state.
   2. County officials and their duties.
      Sheriff, coroner, auditor, district attorney, recorder, county clerk.
   3. Courts.
      County court, surrogate's court; functions of each.

V. State government.
1. Fundamental law (state Constitution).
2. Branches of the state government.
Legislative, state legislature; executive, governor, lieutenant-governor; judicial, Court of Appeals, Supreme Court; composition and duties of each branch.
3. Responsibility of the state to its citizens for:
1. Care of the insane; blind.

VI. National government (to be studied by reading and discussing membership, qualifications, duties and powers of each body).
(1) History.
(2) Importance.
(3) Provisions.
1. Fundamental law (the Constitution of the United States).
(1) Support of public schools and state institutions of learning.
(2) Executive, President, election, powers and duties; President's cabinet, composition and duties.
(3) Judicial, Supreme Court, composition, appointment, duties.
2. Branches of the national government.
(1) Legislative, Senate and House of Representatives; the Constitution of the United States.
(2) What the government of the United States does for its citizens.
1. Coins money.
2. Establishes post-offices.
3. Regulates commerce.

VII. How the people rule in the United States.
1. Political parties.
(1) Purpose.
(2) Names.
(3) Platforms.
2. Nominations for elections.
(1) Party conventions.
(2) Primaries.
(3) Petition.

3. Political campaign.
   (1) Purpose.
   (2) How conducted.
   (3) Meetings.
4. Elections.
   (1) National.
   (2) State.
   (3) City.
5. Public spirit in voting.
   (1) Voting, a privilege and a duty.
   (2) Voting for public welfare.
   (3) Necessity for being informed on public affairs.

VIII. American history
1. Early America.
   (1) Discovery of America.
   (2) Great explorers.
   (3) The first immigrants and their settlements.
2. The American Revolution.
   (1) Causes of war.
   (2) Struggle for liberty.
   (3) Life of George Washington.
3. The New Republic.
   (1) Declaration of Independence.
   (2) Constitution of the United States.
   (3) Development of the country and its resources, population, territorial growth, important inventions and commercial expansion.
4. The Civil War.
   (1) Slavery.
   (2) Life of Abraham Lincoln.
   (3) Abolition of slavery.
5. America of today.
   (1) Problems of our country.
   (2) The United States and the Great European War.
   (3) America's future.
6. American Flag.
   (1) Description of flag.
   (2) Its history.
   (3) What it represents.
   (4) Pledge of allegiance — "I pledge allegiance to my flag, etc."

IX. American citizenship.
1. Advantages of American citizenship.
2. Responsibilities of American citizenship.
3. Explanation of naturalization.
4. Procedure of naturalization.
5. Important facts about naturalization.

NOTE.— Detailed information on each topic contained in outline prepared for use of teachers.

Method.

Discussion of the topic to be studied by pupils and teachers. Reading from the text-book, pamphlet or any available source of related material. Preparation of a summary of facts to be remembered by teacher and pupils, which is put on the blackboard and copied by the pupils into their note-books for further study.

VIII

DAILY PLAN SHEET

School..... Teacher.....
Grade..... Date.....

Time Allotment	Subjects Taught
20–25 minutes	Theme or topic development.
(Number new words taught.....)	
20 minutes	Writing.
5–10 minutes	Phonics.
20–30 minutes	Reading.
10–15 minutes	Spelling.
10 minutes	Language forms.
10–20 minutes	Civics, history, geography.
10–15 minutes	Arithmetic.
5–10 minutes	Memory selection.
10–15 minutes	Recreational activities.

IX

TEST FOR BEGINNERS IN AMERICANIZATION CLASSES OF WILMINGTON, DEL.

Pupil's Name.....

School..... Date.....
Grade..... Teacher.....

ORAL EXERCISES

Reading.

Henry was a tailor. He lost his job. He had to look for a new job. Henry put on his hat and coat and said, "Good bye." He walked along the street and saw the foreman. He told the foreman that he had five years' experience as a tailor. The foreman gave Henry a job as a cutter. Henry liked the new job very much. He worked eight hours a day and half a day on Saturday. His wages were $30 a week.

	Points allowed	No. of errors	Per cent. right
Recognition of words	50	.....	.....
Pronunciation	50	.....	.....

UNDERSTANDING OF MEANING

Signs:

DANGER.	ENTRANCE.
INFORMATION.	EXIT.
FIRE ESCAPE.	THIS WAY OUT.
HANDS OFF.	HELP WANTED.

Questions.

Where do you work? How long have you had your present job? What work do you do? What tools do you use in your work? Do you like your work? How long have you been in America? Is your family in Europe? Do you want to go back to Europe and see your family some time?

Directions.

Lift the book from the desk. Open the book. Hold the book in your right hand. Take a piece of paper from the desk. Put the piece of paper into the book. Lay the book on the desk. Go to the blackboard. Turn to the right. Walk slowly to the window. Come quickly to your seat.

	Points allowed	No. of errors	Per cent. right
Signs	8	.....	.....
Questions	8	.....	.....
Directions	11	.....	.....

Theme Vocabulary (Reproduction of 2).

Tell what you do when you

1. Wash your hands.
2. Get a drink of water.
3. Make a fire.
4. Go to the doctor.
5. Come to school.
6. Take a bath.
7. Deposit money in the bank.

	Points allowed	No. of errors	Per cent. right
Use of language	50	.....	.....
Pronunciation	10	.....	.....

AMERICAN INSTITUTIONS

Tell five things that you have learned about America this term.

Points allowed	5
Number of errors	.....
Per cent. right	.....

Written Exercises

Composition.

1. Write your name and address.

Points allowed	7
Number of errors	.....
Per cent. right	.....

2. Address a letter to Mr. James Smith, 146 Market street, Wilmington, Delaware.

Points allowed	3
Number of errors	.....
Per cent. right	.....

Spelling.

is	go	was	take	has
are	write	gave	school	can.

Points allowed	10
Number of errors	....
Per cent. right	....

Dictation.

Dear Sister:

Your letter came today. I was glad to get it. We are all well.

Mother and I will come to see you.

Your brother,

.....

	Points allowed	No. of errors	Per cent. right
Spelling	25	.....	.....
Form	3	.....	.....

TEST FOR INTERMEDIATE GRADE AMERICANIZATION CLASSES OF WILMINGTON, DEL.

Pupil's Name.....

School..... Date.....

Grade..... Teacher.....

ORAL EXERCISES

Reading.

Mr. Nelson and his family came to America from Europe ten years ago. They landed in Philadelphia. Mr. Nelson's brother came to meet them and took the Nelson family home with him.

Mr. Nelson soon found a job in a factory and rented a five-room flat for his family. He worked hard and became an experienced operator. He earned $8 a day and was able to save some of his money.

One day Mr. Nelson read this advertisement in the newspaper: "FOR SALE — 6-room house — all improvements — 20 minutes' ride from the city; price, $3,000."

On Saturday he and his wife went to look at the house. They liked it very much. The rooms were light and sunny. There was a good school nearby. He paid a deposit on the house and bought it. The Nelson family were very happy in their American home.

	Points allowed	No. of errors	Per cent. right
Recognition of words	75	.....	.....
Pronunciation	75	.....	.....

Understanding of Meaning.

Explain the meaning of the following expressions:

1. Came to America from Europe.
2. Ten years ago.
3. Came to meet them.
4. Found a job.
5. Rented a house.
6. Became an experienced operator.
7. Advertisement.
8. All improvements.
9. Light and sunny.
10. Paid a deposit.

Signs.

Fire Exit.
For Rent.
Telephone Pay Station.
Spitting on the Floor Prohibited.
Beware of the Dog.
Fire Alarm.
Private.
No Trespassing.

Questions.

Where were you born? How long have you been in America? Do you live with relatives or strangers? Are your parents living? What is your occupation? How much experience have you had at it? Who is your employer now? For whom did you work before? Whose name can you give for a reference?

	Points allowed	No. of errors	Per cent. right
Signs	10	.....	.....
Phrases	10	.....	.....
Questions	9	.....	.....

Theme Vocabulary (Reproduction of any 2).

1. At the restaurant.
2. My family.
3. Buying a pair of shoes.
4. Going to the teacher.
5. Going to work.
6. My job.

	Points allowed	No. of errors	Per cent. right
Use of language	50	.....	.....
Pronunciation	25	.....	.....

American Institutions and Ideals

Who make the laws in the United States? What can the people of the United States do to get good laws? Tell three things that the city of Wilmington does for the people who live in the city.

Points allowed	7
Number of errors	.....
Per cent right	.....

WRITTEN EXERCISES

Write your name and address.

Points allowed	7
Number of errors	.....
Per cent. right	.....

Spelling.

letter	time	may
could	night	brought
hour	street	money
	check	

Points allowed	10
Number of errors	.....
Per cent. right	.....

Dictation.

146 MARKET STREET,
WILMINGTON, DELAWARE, *May* 2, 1919.

MR. JOHN SMITH,
106 Fourth Street,
Wilmington, Delaware.

DEAR SIR:

Will you please send me as soon as possible a price list of your goods?

Very truly yours,

.....

	Points allowed	No. of errors	Per cent. right
Spelling	40	.....	.....
Form	10	.....	.....

Composition.

Address the envelope in which you would send this letter.

Points allowed	7
Number of errors	.....
Per cent. right	.....

1. Write a postal card that you would send to your teacher telling her why you had to be away from school.

	Points allowed	No. of errors	Per cent. right
Composition	50	.....	.....
Spelling	25	.....	.....

2. Fill the blanks with the correct words:

(1) Yesterday I _____ to see my friend.
(go — went)

(2) The foreman _____ me a job.
(give — gives)

(3) I come home _____ work at half past four o'clock.

Points allowed	3
Number of errors	.....
Per cent. right	.....

3. Write separate sentences using each of the following words:
   (1) Medicine.
   (2) Conductor.

Points allowed 10
Number of errors..... .....
Per cent. right..... .....

TEST FOR ADVANCE GRADE OF AMERICANIZATION, CLASSES OF WILMINGTON, DEL.

Pupil's Name.....
School..... Date.....
Grade..... Teacher.....

Oral Tests

Reading.

The United States of America is a free nation governed by its citizens. When a man becomes a citizen, he helps to make the laws of the country and to say how they shall be administered. He does this by voting for representatives to make the laws and for executives to see that the laws are carried out.

The right to vote is a great privilege that is given to every citizen who proves himself worthy of it. The voter, by the mark he puts on his ballot, determines what officers shall be responsible for the welfare of the whole community, in such matters as protection, public health and education.

It therefore follows that the kind of public service we receive depends upon the people for whom we vote. If the citizens of the United States want the right kind of government, they must vote for the right kind of representatives.

	Points allowed	No. of errors	Per cent. right
Recognition of words.....	100	.....	.....
Pronunciation	100	.....	.....

Understanding of Meaning.

Explain the meaning of the following:

1. Free nation.
2. How the laws shall be administered.
3. Representatives.

4. Executives.
5. Great privilege.
6. Proves himself worthy.
7. Ballot.
8. Determines what officers shall be responsible.
9. Welfare.
10. Community.

Explain briefly in your own words the meaning of the reading selection.

Questions.

What are two kinds of banks found in the United States? Tell what each is useful for. Why are private banking institutions often dangerous? What are two safe ways of investing money? What are the advantages of each?

	Points allowed	No. of errors	Per cent. right
Entire selection	50	.....	.....
Phrases	10	.....	.....
Questions	9	.....	.....

Civics.

1. Give five advantages of American citizenship.
2. Give five responsibilities of American citizenship.
3. What is the Constitution? How can it be changed?
4. What is Congress? Give two powers of Congress.

Points allowed	14
Number of errors	.....
Per cent. right	.....

WRITTEN EXERCISES

Composition.

1. Write the following:

Name .....
Address .....
Present Employer .....

Points allowed	
Number of errors	.....
Per cent. right	.....

2. Write the letter that you would use to answer the following advertisement: WANTED:—An experienced machinist. Reference required. Apply, Harlan and Hollingsworth, Front Street, Wilmington, Delaware.

	Points allowed	No. of errors	Per cent. right
Composition	75	.....	.....
Spelling	25	.....	.....
Form	15	.....	.....

3. Address the envelope used in mailing the letter.

Spelling.

company	complaint	factory
contain	department	Wednesday
personal	obtain	together
intend	sincere	receive
friend	regards	necessary
vacation	newspaper	
during	property	

Points allowed	20
Number of errors	.....
Per cent. right	.....

Dictation.

Letter of Complaint.

The American Express Co.
140 Market St.
Wilmington, Delaware.

Gentlemen:

On January 2, 1916, I deposited with you $25.00 to be forwarded to my brother, John Jacobs in Minsk, Russia.

I received word today that the money has not been received by him.

Kindly investigate and let me hear from you as soon as possible.

Very truly yours,
Harry Jacobs.

Points allowed	55
Number of errors	.....
Per cent. right	.....

Grammar.

1. Write the word that means more than one (plural) of the following nouns:

table	child
lady	man
loaf	

Points allowed 5
Number of errors..... .....
Per cent. right..... .....

2. Fill blanks with the correct prepositions:
   (1) Mr. Smith received a reference ..... his employer.
   (2) The floor is ..... us.
   (3) He was grateful ..... his friend ..... his kindness.
   (4) The ship sailed ..... the ocean.

Points allowed 5
Number of errors..... .....
Per cent. right..... .....

3. Fill blanks with the correct part of the verb:
   (1) Next summer I ..... to New York. (go)
   (2) Last week I ..... a letter to my brother. (write)
   (3) When did you ..... your suit? (buy)
   (4) The man ..... not in school last night. (am or be)
   (5) Before the war the man ..... $4.00 a day. (earn)

Points allowed 5
Number of errors..... .....
Per cent. right..... .....

DIRECTIONS FOR CONDUCTING TESTS IN THE AMERICANIZATION CLASSES OF DELAWARE

Method of Conducting Test

1. Use a separate set of papers for each pupil tested.
2. Be sure that the name, school and grade is placed on each pupil's papers.

3. Use separate paper that will be provided for the purpose for written work and the envelopes for addressing exercises.

4. Conduct as a *class exercise* the written work indicated below:
   (1) Writing of names and addresses.
   (2) Spelling.
   (3) Dictation.
   (4) Addressing of envelopes.
   (5) Writing of postal cards.
   (6) Elliptical sentences.

5. Conduct as individual oral exercises — apart from the group so that the recitation of one pupil will not give assistance to others in the class — the following:
   (1) Reading.
   (2) Explanation of meaning of phrases and signs.
   (3) Answering of questions.
   (4) Reproduction of themes.
   (5) Understanding of American institutions and ideals.

System of Marking

Reading.

Check over a word indicates error in recognition of word.
Circle around word indicates an error in pronunciation.

Meaning of Phrases and Signs, Answer to Questions, Civics.

Check after expression or over it indicates an error.
Letter (*r*) after expression indicates the correct answer.

Theme Reproduction.

Errors in language and pronunciation are to be noted by the examiner as the pupil recites and number of each placed beside each of the themes produced. The total number of errors is to be recorded in the proper place at the end of this question.

Marking of Written Work.

Check will be used to indicate each error in written work. The total number of errors made is to be placed at the end of each exercise. (Spelling, 6; Composition, 5; etc.)

X

CERTIFICATE OF GRADING DELAWARE AMERICANIZATION CLASSES

For Term Ending .....

Name .....
Nationality ..... Literate or Illiterate .....
School Attended ..... Grade ..... Nights Present .....

Estimate of Pupil's Ability

To Speak English .....
To Understand English .....
Following Directions. Answering Questions.
To Read English .....
Recognition of Words. Understanding of Meaning. Pronunciation.
To write English .....
Spelling. Dictation.
Composition (Letter Form) ..... Penmanship ....
To understand Ideals and Institutions of America .....
Recommended to Grade .....

. .....

Teacher.

XI

EVENING SCHOOL TEACHER'S HOME VISITING RECORD

Date of Visit .....

Name of Person Visited .....
Address .....
School Attending ..... Number Nights Absent .....
Cause of Absence .....
Will He Return? ..... When? .....
Remarks: .....
..... Teacher.

XII

ANALYSIS OF LOSSES FROM DELAWARE AMERICANIZATION CLASSES FEBRUARY TO JUNE, 1919

DISCHARGED AFTER REGULAR ATTENDANCE

	Discharged after irregular attendance	Attended less than three weeks	Attended 85 per cent of sessions more than three weeks	Attended 95 per cent of sessions more than three weeks	Total discharged after regular attendance	Total discharges
Number of pupils	191	97	56	62	215	406
Average number of sessions present	13.9	6.2	21.6	22.5	15	14.4
Average number of sessions absent	8.3	.5	3.9	1.2	1.5	4.7
Average number of sessions enrolled	22.2	6.7	25.6	23.7	16.5	19.2
Reasons for dropping out in 226 cases investigated:						
Removal from city	22 (18%)	2	17	22	41 (38%)	63 (28%)
Employment conditions	33 (28%)	9	7	11	27 (25%)	60 (27%)
Sickness	23 (19%)	6	5	3	14 (13%)	37 (16%)
Other interests	30 (25%)	3	7	6	16 (15%)	46 (20%)
Transfer	3 (25%)	1	1	1	3 (2.8%)	6 (2.6%)
Returning to old country	5 (4%)	3	2	0	5 (4.7%)	10 (4.4%)
Discouragement	3 (2.5%)	1	0	0	1 (.9%)	4 (1.8%)
Total cases investigated	119	25	39	43	107	226
Not investigated	72	72	17	19	108	180
Total discharges	191	97	56	62	215	406

XIII

ANALYSIS OF CAUSES OF ABSENCE OF PUPILS WHO RETURNED TO DELAWARE AMERICANIZATION CLASSES AS A RESULT OF EVENING SCHOOL TEACHER'S HOME VISIT

Number of pupils who returned	132
Number of calls made on these pupils	162
Average length of pupils' absence just prior to call	6.4 days

Cause of absence	Number absent	Per cent.
Night work and overtime	38	28.7
Unemployment	4	9
Other interests (gardening, repairing and decorating houses, boarders, etc.)	37	28.3
Sickness of self or family	34	25.7
Indifference	7	5.3
Not home when called upon	12	2

CHAPTER VIII

Florida

W. N. Sheats, *Superintendent of Public Instruction,* Tallahassee. Letter, October 27, 1919. "Laws Relating to Education, enacted by the Florida Legislature of 1917 and 1919." Complete digest of laws not available.

1. State Legislation. Compulsion for Minors and Minors of Employment Age

Compulsory School Attendance. Chapter 7808

AN ACT to Provide for Compulsory School Attendance in the State of Florida of All Children Between Certain Ages, and Requiring Every Parent, Guardian or Other Person Having the Custody, Control or Charge of Children to Send Such Children to School; to Provide for the Means of Enforcement of This Act, and Penalties for Violations Thereof.

Be it enacted by the Legislature of the State of Florida:

Parents, guardians and others to send children to school.

Section 1. That from and after July 1, 1919, every parent, guardian or other person having citizenship within the State of Florida, having the custody, control or charge of any child or children within the State of Florida between the ages of seven and sixteen years, both inclusive, shall cause said child or children to attend a public or private school each year for a term or period of not less than substantially the number of days the public or private school which said child attends is held annually in the district in which the school is located or in which such child or children may reside; Provided that any child may be taught by parent or guardian upon written authority from the County Superintendent of Public Instruction of the county in which they reside; the County Superintendent of Public Instruction being hereby authorized to grant such permission only in cases of necessity, which permission shall not extend for a period of time beyond the end of the current school year, and in cases where such authority is granted the said child shall report

to the County Superintendent of Public Instruction, or some person designated by him, for examination in the work covered, at least twice a year, and if the County Superintendent of Public Instruction shall determine, after such examination that any child has not been properly taught, he shall revoke the authority of the parent or guardian to teach such child, and shall require said parent or guardian having the custody, control or charge of said child to cause said child to attend a public or private school for the remainder of the said school year; and if any parent, guardian or other person having the custody, control or charge of any child shall fail to comply with the order of the County Superintendent of Public Instruction he shall be liable to the penalties hereinafter provided. Provided, that in the following enumerated cases all children between the ages of seven and sixteen years, both inclusive, shall be exempt from the provisions of this Act:

Exempt. Children mentally physically incapacitated.

First. Any child who is mentally or physically incapacitated to perform school duties; satisfactory proof of such incapacity to be submitted to the Attendance Officer.

Who have completed grammar grades.

Second. Any child who has satisfactorily completed the eight grammar school grades, as prescribed by the State Course of Study of this state, or a course of study adopted by any county or private school or tutor, or the equivalent of such eight grades completed in another state, and holding a certificate of having completed such grades, signed by the principal of the school under whom completed and countersigned by the County Superintendent of Public Instruction of the county in which said grade was completed.

Whose services needed for support of family.

Third. Any child whose services are necessary for the support or assistance of a widowed mother or other person dependent upon said child for support; said dependency to be proven by affidavit of the dependent person and at least two other affidavits as to such dependency by disinterested persons not related to said child or dependent, and such other proof as may be required by and is satisfactory to the attendance officer having authority to grant exemptions.

When transportation not furnished.

Fourth. Any child between the ages of seven and nine years, inclusive, who resides more than two miles from any school, and any child from ten to sixteen years of age who resides more than three miles from any school, unless free transportation is furnished.

When parents, etc., cannot provide books, etc.

Fifth. Any child whose parent, guardian or other person having the custody, control or charge of said child can make satisfactory proof that he or she is unable to provide the necessary books and clothing, unless said necessary books and clothing shall be furnished by some other means to said child.

Unusual cases.

Sixth. Any unusual cause acceptable to the attendance officer for the district in which the school, public or private, which any child is required to attend is located; Provided that request for excuse, setting forth the cause, be made in writing by the parent, guardian or other person having the custody, control or charge of said child, such request to be filed within two days after the first day's absence.

2. State Legislation. Flags

"*Laws Relating to Education*" 1917 *and* 1919. *Chapter* 7369. *Flag Law.*

Section 1. The flag of the United States of America shall be displayed daily, when the weather permits, from a staff upon the State Capitol, county courthouse, upon one building of each state educational institution, and upon every county public school building, except when the institution or school is closed for vacation.

Section 2. It shall be the duty of the officer or officers charged with the maintenance or upkeep of said buildings to provide suitable flags and cause them to be displayed, the expense to be borne out of the funds provided for the upkeep and maintenance of said buildings mentioned in section one of this Act.

3. Letter from W. N. Sheats, Superintendent of Public Instruction, Tallahassee, October 27, 1919:

"I do not know of any schools in this state now which give facilities for the education of adult foreigners."

CHAPTER IX
Georgia

M. L. Brittain, *State Superintendent of Schools,* Atlanta. Letter October 27, 1919. School Code, 1919.

1. State Legislation — Compulsion for Minors

Georgia School Code — 1919. *Article XI*

Duty of Parent and Guardian. Enrollment and Attendance of Child. Excuse of Absences

Section 171. Every parent, guardian or other person having charge and control of a child between the ages of eight and fourteen years, who is not exempted or excused as hereinafter provided, shall cause said child to be enrolled in and to attend continuously for six months of each year a public school of the district or of city or town in which the child resides; which period of attendance shall commence at the beginning of the first term of said school in the year. Such attendance at a public school shall not be required where the child attends for the same period some other school giving instruction in the ordinary branches of English education, or has completed the seventh grade of school work as prescribed by the state board of education, or where, for good reasons, the sufficiency of which shall be determined by the board of education of the county or of the city or town in which the child resides, the said board excuses temporarily the child from such attendance, such boards authorized to take into consideration the seasons for agricultural labor and the need for such labor, in exercising their discretion as to the time for which children in farming districts shall be excused. Provided, that no guardian shall be compelled to send such child or children to school out of any other than the funds belonging to the ward or wards. Temporary absence of any child enrolled as a pupil may be excused by the principal or teacher in charge of the school, because of bad weather, sickness, death in the child's family, or other reasonable cause.

Penalty for Non-Compliance. Suspension of Punishment. Notice Board

Section 172. Any parent, guardian or other person who has charge and control of a child between the ages aforesaid, and who wilfully fails to comply with the foregoing requirements shall be guilty of a misdemeanor, and on conviction thereof shall be

punished by a fine not to exceed ten dollars for the first offense, and not to exceed twenty dollars for each subsequent offense, said fines to include all costs; but the court trying the case may, in its discretion, suspend enforcement of the punishment, if the child be immediately placed in attendance at a school as aforesaid, and may finally remit the same if such attendance has continued regularly for the number of months hereinbefore prescribed for attendance. School attendance may be proved by an attested certificate of the principal or teacher in charge of the school. No person shall be prosecuted for violation of the foregoing requirements unless the board of education of the country or municipality in which the person accused of such violation resides shall have caused to be served upon the accused, at least ten days before prosecution, a written notice of the charge with the name of the child to which it refers. Any person so notified, not previously convicted of violation of this act as to the child referred to in said notice, may prevent prosecution on the charge set out therein, by giving, at any time before such prosecution is instituted, a bond in the penal sum of fifty dollars payable to the ordinary of the county, with security to be approved by the ordinary, conditioned that the said person shall thenceforth faithfully comply with the requirements of this section as to the said child. Each day's willful failure of a parent, guardian or other person in charge and control of a child as aforesaid, after the expiration of ten days from such notice, to cause the child to attend school, when such attendance is required by this section, shall constitute a separate offense. In prosecutions under this section the exemptions and excuses herein provided for shall be matters of defense to be established by the accused, and need not be negatived in the indictment or accusation.

Duties of Boards of Education and Teachers

Section 173. It shall be the duty of the county and municipal boards of education to investigate as to the attendance and non-attendance of children required by this section to attend the schools under their supervision, and it shall also be their duty to institute or cause to be instituted prosecutions against persons violating this section. It shall be the duty of the principal or teacher in charge of any public school, in which pupils between the ages of eight and fourteen years of age are instructed, to keep an accurate record of the attendance of such pupils, and at the end

of each month to make a written report of the same to the board of education having supervision of the school, and to note therein excused absences and the reasons therefor.

Attendance Officer

Section 174. Each county and municipal board of education shall employ an attendance officer whose duty it shall be to report to the board of education failure of attendance on the part of pupils between the ages of eight and fourteen years. For this service these officials shall be paid not less than one dollar nor more than three dollars per day during the time employed and said payment shall be paid, so far as possible, from the fees collected. The balance due shall be paid from the school funds of the county or local system. Any board or local school system failing to comply with this law for attendance officer shall not be entitled to receive funds from the state treasury until it is shown that said attendance officer has been appointed and has entered upon his duties.

Note. The state board of education has decided for the present, at least, in order to be sure of good officials and to save the boards as much expense as possible, that the home economics agent, the county demonstration agent or even the county superintendent of schools may serve as attendance officer and further that a county and a municipal system in the county may elect the same person for these duties.

The attendance officer must be appointed, make regular reports to the board and enter upon his duties for the protection of the children of the municipality or county before funds from the state treasury can be sent.

Fines and Forfeitures a Part of School Fund

Section 175. All fines imposed hereunder and all sums required to be paid as penalties under bonds given under this section, shall, after payment of the costs of prosecution and of recovery thereof, be paid into the county treasury and become a part of the school fund of the county.

Law effective, When

Section 176. The provisions of this act shall become operative on the first day of January, in the year nineteen hundred and twenty.

Publication of Law

Section 177. It shall be the duty of the board of education of each county, at least four weeks before the first day of January following the adoption of this section, to cause this section to be published in a newspaper of the county, if there be one, and to cause copies of this section to be posted at the court house of the county and at the public schools thereof.

2. State Legislation — Facilities for Minors of Employment Age

Georgia School Code — 1919

Section 106. The board of education of any county or municipality shall have power to establish, at such places as they may deem proper, a suitable number of evening or part-time schools for the instruction of youths over fourteen years of age who are prevented by their daily vocations from attending the all-day schools, subject to such regulations as may be provided by the state board for vocational education.

3. Letters from Educators

Letter from M. L. BRITTAIN, *State Superintendent of Schools,* Atlanta, October 27, 1919:

> "The number of foreigners in this state is very small. For this reason there is not much necessity for any organized attempt at Americanization, except at one or two places. In the City of Savannah, where there is some foreign element, special classes have been formed for this work."

Letter from CARLETON B. GILBSON, *Superintendent of Schools,* Savannah, November 3, 1919:

> "The only Americanization work being done in our schools is that done in the evening classes by regular instructors, and a special personal canvass is made among all who have applied for naturalization. The lists of applicants are sent us by the Bureau of Naturalization, and every class instructor calls on each one personally."

CHAPTER X

Idaho

1. **E. A. Bryan, Commissioner of Education, Boise. Letter October 31, 1919:**

"While the State Board of Education had introduced into the Legislature of the State of Idaho at its 1917 session two bills relating to Americanization, neither of the bills were passed. One of these appropriated a certain sum of money to be paid out of the state treasury in the promotion of the Americanization of foreigners. The other permitted school districts to expend 20 per cent. of their regular state and county apportionment on schools for the Americanization of foreigners.

"According to the provisions of both of these acts, instruction was to be provided for not less than 100 teaching hours, each year, for Americanization work with adult foreigners between the ages of 21 and 45 years of age. These acts contemplated the doing of the Americanization work in afternoon or night schools (afternoon schools for women), the work to be done mainly in connection with high schools and in the main the teachers to be provided from the regular staff for high school instruction.

"We have in this state, whose population is very largely American, nevertheless a considerable number of Chinese, Japanese, Basques, Finns, Greeks, Italians, Mexicans, as well as Germans and Scandinavians. In the main the two latter types assimilate well with the public school population.

"We have made a provision of law forbidding the giving of instruction in any foreign language except in the foreign language itself; that is to say, we would forbid the teaching of the ordinary common school branches in a foreign tongue but would permit the teaching of the foreign tongue.

"A considerable amount of Americanization work is being done by voluntary members of women's clubs and of various high schools and other institutions in the state."

CHAPTER XI
Illinois

FRANCIS G. BLAIR, *Superintendent of Public Instruction,* Springfield. Letter, October 28, 1919.

1. State Legislation — Compulsion for Minors and for Minors of Employment Age

School Law of Illinois — Circular 138 — 1919

Section 274. Every person having control of any child between the ages of seven and sixteen years shall annually cause such child to attend some public school (or some private school in which the instruction in the elementary branches of education is in the English language) for the entire time during which the school attended is in session, which shall not be less than seven months of actual teaching: *Provided, however,* that this act shall not apply in case the child has been or is being instructed for a like period in each and every year in the elementary branches of education by a person or persons competent to give such instruction, which instruction of the child in the elementary branches of education shall be in the English language; or in case the child's physical or mental condition renders his or her attendance impracticable or inexpedient; or in case the child is excused for temporary absence for cause by the principal or teacher of the school which the child attends; or in case the child is between the ages of fourteen and sixteen years and is necessarily and lawfully employed during the hours when the public school is in session. For every neglect of the duty prescribed by this section, the person so offending shall forfeit to the use of the public schools of the city, town, or district in which the child resides, a sum not less than five dollars nor more than twenty dollars and costs of suit, and shall stand committed until such fine and costs of suit are fully paid.

2. State Legislation — Continuation Schools for Minors of Employment Age

School Laws of Illinois, 1919

An Act for the establishment and maintenance of part-time or continuation schools and classes, providing for the control and management thereof and compulsory attendance of pupils, prescribing the courses of instruction therein, providing state aid therefor, and providing penalties for violations thereof.

Section 1. *Be it enacted by the people of the state of Illinois, represented in the General Assembly*: That part-time or continuation schools or classes shall be established and maintained as hereinafter provided. The board of education or school directors of each city and of each school district in which there are twenty or more minors above the age of fourteen years and below the age of sixteen years who are not in regular attendance upon all-day schools, shall, and in other cities and school districts they may, beginning in September, 1921, establish and maintain part-time or continuation schools or classes in which minors shall receive instruction, and such schools or classes shall on and after September 1, 1922, be established and maintained in each city or school district in which there are twenty or more minors above the age of fourteen years and below the age of seventeen who are not in regular attendance upon all-day schools, and such schools or classes shall on and after September 1, 1923, be established and maintained in each city or school district in which there are twenty or more minors above the age of fourteen years and below the age of eighteen years who are not in regular attendance upon all-day schools. Such schools or classes shall be under the control and management of the board of education or school directors, as the case may be, and shall be a part of the public school system of the city or district which maintains them.

Such part-time or continuation schools or classes shall be maintained each year during the full period of time when the public schools of the city or district are in session. The sessions of such part-time or continuation schools or classes shall be on the regular business days, except that they shall not be held on Saturday afternoons.

§ 2. Such part-time or continuation schools or classes shall afford instruction in any one or in any combination or in all of the following subjects: (a) Those subjects usually taught in the public schools, so as to permit the students in the continuation school classes to continue their education from the point where they left it in order to go to work; (b) civic and vocational subjects; and (c) those subjects which supplement the daily occupations of the students.

§ 4. Every minor between the ages of fourteen and eighteen years who is regularly and lawfully employed in some occupation or service, unless such minor has completed a four-year secondary course of instruction, shall attend part-time or continuation school

or class, when and where such school or class has been established and is maintained for the instruction of minors of such minor age, in the city or district in which such minor resides or may be employed after such school or class has been established therein. Such attendance shall be for not less than eight hours per week for at least thirty-six weeks each year. The attendance upon a part-time or continuation school or class shall be between the hours of eight o'clock in the forenoon and five o'clock in the afternoon on regular business days except Saturday afternoons. The time spent in a part-time or continuation school or class by a minor shall be reckoned as a part of the time or number of hours said minor is permitted by law to work. A minor employed, or kept at home, in the service or assistance of any parent, guardian or person having the control or custody of such minor shall be considered as a minor lawfully and regularly employed in some occupation or service.

§ 5. Any school district which establishes part-time or continuation schools or classes as required under the provisions of this act and in accordance with the rules of the State Board for Vocational Education shall be entitled to reimbursement from available Federal and State funds to an amount not less than one-half of the salaries of all teachers of such part-time or continuation schools or classes, provided that if the amount of such federal and state funds shall not be sufficient to reimburse in full the amounts so due such district for such purpose, the State Board of Vocational Education may prorate the sums available for such reimbursement among the part-time or continuation schools departments, or classes entitled to such reimbursement.

§ 6. It shall be the duty of the State Board for Vocational Education to establish standards for the maintenance of such schools. It shall prescribe rules and regulations for the administration of this Act by the local school authorities, concerning plant, equipment, courses of study and teachers, and shall be authorized to expend State funds appropriated for the purpose of this Act in assisting the local school authorities to finance such education, and shall provide State inspection and supervision of the same. It shall require an annual report from each subdivision regarding its administration of this Act.

§ 7. Every parent, guardian or other person having the custody or control of a minor required under the provisions of this Act to attend a part-time or continuation school or class shall cause

such minor to attend such school or class. A parent, guardian or other person who refuses or wilfully fails to comply with this provision of the law shall be deemed guilty of a misdemeanor and upon conviction shall be subject to a fine of not less than twenty-five dollars and not more than one hundred dollars.

§ 8. Any person, firm or corporation employing a minor between the ages of fourteen and sixteen years required under the provisions of this Act to attend a part-time or continuation school or class shall permit such minor to attend such school or class whenever such school or class shall have been established in the city or school district where the minor resides or may be employed; and any such person, firm or corporation wilfully violating this provision shall for each such violation be subject to a fine of not less than twenty-five dollars and not more than two hundred dollars for each offense, at the discretion of the court. Any person, firm or corporation, employing any such minor who fails to attend part-time or continuation school or class as required herein, shall immediately discontinue the services of such minor upon receiving from the school authorities written notice of the failure of such minor to attend such part-time or continuation school or class, and any person, firm or corporation wilfully violating this provision shall be subject to a fine of fifty dollars for each offense.

§ 9. The school officials charged with the responsibility of enforcing the compulsory attendance laws of this State shall also be responsible for the enforcement of the attendance upon part-time or continuation schools or classes in accordance with the terms of this act.

§ 10. Nothing in this Act contained shall be held, deemed or construed as having any application to chidren or minors who attend private or parochial schools or to children or minors who are receiving educational training or instruction in the homes of their parents or guardians either by said parents or guardians or by private tutors provided by said parents or guardians.

Approved, June 21, 1919.

An Act to amend section 274 of an Act entitled "An Act to establish and maintain a system of free schools," approved and in force June 12, 1909.

Section 1. Be it enacted by the People of the State of Illinois, represented in the General Assembly: That section 274 of an act

entitled "An act to establish and maintain a system of free schools," approved and in force June 12, 1909, as amended, be and the same is hereby amended so as to read as follows:

§ 274. Every person having control of any child between the ages of seven and sixteen years, shall annually cause such child to attend some public or private school for the entire time during which the school attended is in session, which shall not be fewer than seven months of actual teaching: *Provided, however,* that this act shall not apply in case the child has been or is being instructed for a like period in each and every year in the elementary branches of education by a person or persons competent to give such instruction, or in case the child's physical or mental condition renders his or her attendance impracticable or inexpedient, or in case the child is excused for temporary absence for cause by the principal or teacher of the school which said child attends, or in case the child is between the ages of fourteen and sixteen years and is necessarily and lawfully employed during the hours in which the public school is in session; and, *provided further,* in all districts where part-time continuation schools are established all children in employment between fourteen and sixteen years of age shall attend such continuation schools for at least eight hours each week during the period such schools are in session. For every neglect of the duty prescribed by this section, the person so offending shall forfeit to the use of the public schools of the city, town or district in which such child resides a sum not less than five dollars nor more than twenty dollars and costs of suit, and shall stand committed until such fine and costs of suit are paid.

Approved, June 28, 1919.

3. State Legislation — English Language

School Law of Illinois, 1919

Section 276a. Because the English language is the common as well as the official language of our country, and because it is essential to good citizenship that each citizen shall have or speedily acquire, as his natural tongue, the language in which the laws of the land, the decree of the courts, and the proclamations and pronouncements of its officials are made, and shall easily and naturally think in the language in which the obligations of his citizenship are defined, the instruction of the elementary branches

of education in all schools in Illinois shall be in the English language. *Provided,* that this shall not apply to vocational schools where the pupils have already received the required instruction in English, during the current school year.

Approved, June 28, 1919.

4. Citizenship Training Through Industries

Letter from A. B. DRUMMOND, Wilson & Company, Chicago, December 19, 1919:

"At the present time we are carrying on an Americanization School, and through car plant paper, the 'Wilson Certified News,' we are carrying on an active propaganda for counteraction against radicalism.

"A typical piece of the propaganda referred to is found in the following editorial from 'Wilson's Certified News' of December 15, 1919:

A FUNDAMENTAL OF AMERICANIZATION

Americanization is essential to America. It means an America united industrially, commercially, nationally. It means Many in One and One in Many. It means a conglomerate mass chipped, smoothed, pressed, shaped into a massive polished shaft of Unity. It means Oneness in opportunity, right, and privilege to groups as dissimilar in many things and ways as the various parts of the earth from which they came are separated and remote one from the other. Yet Americanization is possible and indispensable.

The war so recently ended emphasized the importance of such Oneness, and placed an added value on its speedy realization. But there is a danger of superficial or partial process bearing the name of Americanization and satisfying the popular demand confronting us, which must be combated and defeated or America must pay.

To be united our country needs that its aliens become citizens in the shortest possible time. It needs that English supplant all other languages as a means of the greater American growing out of the lesser or the alien. It needs the teaching of sanitation and kindred subjects as a means to a more healthful America. It needs play grounds and parks. It needs all of these, it needs something more than these; something with a wider reach, a

longer stride and a stronger grip. That something is the *awakening of the American-born to his opportunity, to his obligation, to his responsibility* to do his bit in Americanizing the foreign-born. Unless the native-born awakens to the need of an "America United," and does his very practical part in supplying that need he will betray his country.

"We were all foreigners." For our growth in Americanism we are all indebted to the help of others to become good Americans. To Effectively Do This We Must Not Withhold Our Friendship from Our Foreign-speaking Neighbors, Shopmates and Other Fellow Workmen.

We should, by our practical friendliness, make these strangers in a strange land feel "at home." The opportunity to serve is here; the door is open. We have but to desire deeply, earnestly enough — and in the clothing and duties of everyday life we may enter and serve. By special courtesy and patience, by being considerate, by imagining ourselves adrift in a foreign-speaking land, by "doing as well as we would be done by" —we can in our daily contact with all who do not speak our language do much toward creating in them a desire to do so, and to learn and to become Americans — good Americans.

5. Recommendations of Educators

Letter from FRANCIS G. BLAIR, *Superintendent of Public Instruction,* Springfield, October 28, 1919:

> "I believe that much good can be done through the so-called Americanization movement amongst our foreign-born population. We are handicapped in this state, however, by the fact that boards of education are limited in their educational activities to persons under twenty-one years of age.
>
> "I have believed that the Federal Government should assume the great responsibility in this Americanization movement, because it will demand the strong arm as well as the convincing and educating method."

Letter from LYNN H. HOUGH, Northwestern University, Evanston, November 1, 1919:

> "I am very much interested in your letter regarding the matter of dealing with subversive propaganda carried on

by destructive radicals. I feel very deeply that the public schools and the institutions of higher learning ought to be able to render very effective service in counteracting these activities. There is, of course, a delicate matter in universities as to where the line is to be drawn between proper academic freedom and the refusal to tolerate that which is subversive of the public good. I do feel, however, that, as difficult as the problem is, it must be dealt with tactfully and yet courageously.

"The study of the attitude of a particular man when he is being considered for a professorship or even an instructor in a university should be much more thorough than it has been and some men should be chosen because of their gifts of exposition, the vigor and dependableness of their attitude toward maintaining a wholesome state of the public mind and their power to exercise a helpful influence. Of course, a good part of the work must be done in the public schools and high schools. They reach the mind of the nation in its most pliable and responsive state.

"I am sure that Northwestern University will be glad to co-operate in any possible way with a movement for the developing of sane and balanced views as regards the great issues which cause unrest."

CHAPTER XII

Indiana

L. N. Hines, *State Superintendent of Public Instruction.* Letter, October 27, 1919. Laws of Indiana Relating to the Public School System, 1917.

1. State Legislation. Compulsion for Minors and Minors of Employment Age

School Laws of Indiana. Chapter XXV. Sections 609 *and* 610

§ 609. **Schools — Compulsory attendance of children.** 1. That it shall be the duty of every parent, guardian, or other person, in the State of Indiana, having the control or charge of any child, to cause such child to attend regularly a public, private or parochial day school, or two or more of such schools, during each school year for a period or term not shorter than that of the common schools of the school corporation in this state where the child resides. This section shall apply to every child not physically or mentally disqualified as hereinafter provided, who shall be of the age of seven years and of not more than the age of fourteen years, and shall apply to every child of fourteen years or more and not more than sixteen years of age, who is not actually and regularly employed, during the hours of the common school of such school corporation, in a useful employment or service, or is not lawfully employed in a gainful service agreeably to the provisions of this act concerning the employment of children in gainful occupations. If a child otherwise subject to the provisions of this act shall be, as evidenced by a certificate of a reputable, duly licensed, and practicing physician, either physically or mentally unfit to attend school, then during such disability this act shall not apply to such child. If in the absence of such certificate, the person having control or charge of any child shall claim that it is so physically or mentally unfit, then it shall be the duty of the common school corporation, where the child resides, to cause the child to be examined by such physician or physicians, and if such physician or physicians shall certify that such child is mentally or physically fit to attend school, then such child shall not be exempt from the provisions of this act, but unless they so certify such child shall be exempt from the provisions of this act during the continuance of such disability: *Provided,* If a child, otherwise subject to the provisions of this act, shall by reason of deafness, or partial deafness, or of blindness, or partial blindness, be unable to secure in the school

named herein a proper education by use of the sense of hearing, or of the sense of sight, the parent, guardian, or other person having the control or charge of such children shall cause them between seven and eighteen years of age to attend the Indiana state school for the deaf, or the Indiana school for the blind, during the full scholastic terms of said schools unless discharged therefrom by the board of trustees of either of said schools; and the employment under the provisions of this act of any of said children between the ages of seven and eighteen years during the school terms of said schools respectively is hereby prohibited unless a certificate of discharge issued by the superintendent of either of said schools be presented as herein provided. Application for admission of such children to such schools, respectively, shall be made out in the usual form and passed upon by the board of trustees . . . and upon the rejection of any child's application by either of said boards, neither such child nor its parent, guardian, or other person having control or charge of it, shall thereafter in respect of such child, be subject to the provisions of this act, until such child's application shall be accepted.

For the purpose of enforcing this act the age of children shall be established, if possible, first, by a duly verified copy of birth certificate or baptismal certificate or passport to be produced to the proper common school corporation by parents, guardians or other persons having control or charge of children. If neither such certificate nor passport exists, then the age shall be established by the first school enumeration in which the age of the child appears. If there be no such enumeration then by the affidavit of the parent, guardian, or other person having control or charge of children, and the supporting affidavit of some disinterested person.

§ 610. **Age limit — Employment.** 2. No child under sixteen years of age who under the provisions of this act would otherwise be required to attend school, shall be employed in any occupation during hours wherein the common schools at the residence of the child are in session, unless the child shall have attained the age of fourteen years and shall have procured a certificate from the executive officer of the common school corporation of which the child is a resident, or some person designated by him, showing the age, date and place of birth, if known, or ascertainable, of such child and showing that the child has passed the fifth grade in the common schools, or its equivalent, and a written and

signed statement from the child's employer showing that the person making it has employed or is about to employ such child; and showing the place and character of the employment. For the purpose of making the certificate herein required, it shall be the duty of such common school executive or other person designated by him, to obtain the information required as in section 1 of this act. If the date or place of birth cannot be ascertained in any of these modes, then the school officer may certify that, in his opinion, the child is fourteen years of age or more, and is physically fit to undertake the work he intends to do and to issue the certificate in accordance therewith to the employer or prospective employer of the child. The employer shall keep the certificate on file and shall produce it for inspection and demand by any inspector of the department of inspection or any other official authorized by law to inspect the same, and shall immediately when his employment of such child shall cease, in writing, notify the school corporation of that fact and the date thereof, on blanks to be attached to the certificate by the school corporation. It shall be unlawful for the employer to re-employ the child without a like new certificate. Such certificate having been presented to the employer, it shall not be necessary for the employer to procure another affidavit of the child's age for the service in the occupation mentioned in the statement of the employer to the school corporation. The state board of truancy shall define the meaning of the word occupation as used in this act.

2. State Legislation — Flags

School Laws of Indiana. Chapter VII. Sections 159–162.

§ 159. United States flag. 1. It shall be the duty of the township trustees, board of school trustees and boards of school commissioners of the various school corporations of this state, upon the petition of a majority of the school patrons of any district school to procure a United States flag not less than six feet long for each school under their supervision.

§ 160. Display of flag. 2. The township trustees, boards of school trustees and boards of school commissioners of the various school corporations in this state shall cause the United States flag to be displayed on every public school building under their control on every school day such school is in session: *Provided,* That the weather conditions permit. Such trustees and boards

shall establish rules and regulations for the proper care, custody and display of the flag and when for any cause it is not displayed, it shall be placed conspicuously in the principal room or assembly hall of the school building.

§ 161. Destruction or mutilation. 3. It shall be unlawful for any person to mutilate or destroy any flag so owned by said school corporation, or to mutilate or destroy any flag-staff or appliances belonging to said school corporations as aforesaid.

§ 162. Penalty. 4. Any person violating the provisions of section 3 of this act shall be guilty of misdemeanor and on conviction shall be punished by a fine of not less than $25 for the first offense, and not more than $100 for the second offense, to which may be added imprisonment, for not more than thirty days.

3. State Legislation. Patriotic Exercises

School Laws of Indiana. Chapter VII. Section 163.

§ 163. "Star Spangled Banner." The State Board of Education shall require the singing of the "Star Spangled Banner," in its entirety in the schools of the State of Indiana, upon all patriotic occasions, and that the said board of education shall arrange and supply the words and music in sufficient quantity for the purposes indicated therein.

4. State Legislation. English Language

School Laws of Indiana. Chap. VII. Section 136.

§ 136. Branches taught. The common schools of the state shall be taught in the English language; and the trustee shall provide to have taught in them orthography, reading, writing, arithmetic, geography, English grammar, physiology, history of the United States, and good behavior, and such other branches of learning and other languages as the advancement of the pupils may require and the trustees from time to time direct. And whenever the parents or guardians of twenty-five or more children in attendance at any school of a township, town or city shall so demand, it shall be the duty of the school trustee or trustees of said township, town or city to procure efficient teachers and introduce the German language, as a branch of study, in such schools; and the tuition in said schools shall be without charge: Provided, Such demand is made before the teacher for said district is employed.

STATE LEGISLATION. ENGLISH LANGUAGE

School Laws—A Supplement to the School Laws of Indiana, 1917 Edition, 1919. [Acts 1919, p. 50.]

AN ACT entitled, "An act concerning elementary schools, schools of correctional and benevolent institutions, private and parochial schools, providing what shall be taught therein, prescribing penalties for any violation of this act, repealing all laws in conflict therewith, and declaring an emergency."

All Subjects to be Taught in English

Section 1. *Be it enacted by the General Assembly of the State of Indiana,* That all subjects and branches taught in the elementary schools of the State of Indiana and all elementary schools maintained in connection with benevolent or correctional institutions, shall be taught in the English language only, and the trustee, and such other officers as may be in control, shall have taught in them, orthography, reading, writing, arithmetic, geography, English grammar, physiology, history of the United States, scientific temperance and good behavior and such other branches of learning as the advancement of pupils may require, and the trustee, and other officers in control direct: Provided, That the German language shall not be taught in any of the elementary schools of this state. The tuition in such schools shall be without charge.

Section 2. German language forbidden. All private and parochial schools and all schools maintained in connection with the benevolent and correctional institutions within this state which instruct pupils who have not completed a course of study equivalent to that prescribed for the first eight grades of the elementary schools of this state, shall be taught in the English language only, and the persons or officers in control shall have taught in them such branches of learning as the advancement of pupils may require, and the persons or officers in control direct: Provided, That the German language shall not be taught in any such schools within this state.

Penalty

Section 3. Any person or persons violating the provisions of this act shall, upon conviction in a court of competent jurisdiction, be fined in any sum not less than twenty-five dollars and not more than one hundred dollars, or be imprisoned in the county

jail for any period of not exceeding six months or both, and each separate day in which such act shall be violated shall constitute a separate offense.

Repeal

Section 4. All laws and parts of laws in conflict herewith are hereby repealed.

Validity of Act

Section 5. In case any section or sections of this act shall be held to be unconstitutional by the Supreme Court of Indiana such decision shall not affect the validity of the remaining sections.

Emergency

Section 6. Whereas, an emergency exists for the immediate taking effect of this act, the same shall be in full force and effect from and after its passage.

EXTRACTS FROM RECENT OPINIONS OF THE ATTORNEY-GENERAL

1. **German — prohibited in the elementary schools.** School authorities are prohibited from teaching in the German language the catechism or other religious subjects or school subjects, in public, private, or parochial schools in Indiana. (Opinion dated March 6, 1919, Attorney-General Stansbury.)

2. **German — prohibited in the high schools.** It is unlawful for school authorities to permit the teaching of German in the high schools of the state. (Opinion dated March 26, 1919, Attorney-General Stansbury.)

5. Citizenship Training Through Public Schools

School Laws of Indiana. Chapter VII. Sections 171 *and* 172.

§ 171. **Night school.** In all cities having a population of three thousand, or more, according to the last preceding United States census, the school trustees of such cities may keep and maintain a night school, between the hours of seven and nine and a half o'clock p. m. during the regular school terms, as a part of the systems of common schools whenever twenty or more inhabitants of such city having children between the ages of fourteen and twenty-one years of age, or persons over the age of twenty-one years of age, and who by reason of their circumstances, are compelled to be employed or have their children employed during the school days to aid in the support of such families who desire to and who shall attend such school, shall petition such school trustees so to do.

§ 172. **Who may attend.** All persons between the ages of fourteen and thirty, who are actually engaged in business or at labor during the day, shall be permitted to attend such school.

6. Recommendations

Letter from L. N. HINES, *State Superintendent of Public Instruction,* Indianapolis, October 27, 1919:

"Under this statute (night school law) classes are being conducted for the education and Americanization of foreigners. We are pushing this sort of work in order to get our foreign population assimilated as rapidly as possible.

"We believe this work should be pushed in every state in the Union and that every foreigner should be taught to speak and write English and be required to use the same tongue on all occasions.

"We believe that all newspapers in the United States should be published in the English language.

"We further believe that the school organizations in the various states can undertake this work in a very successful manner if they are given sufficient law to work under."

CHAPTER XIII

Iowa

P. E. McClenahan, *Superintendent of Public Instruction*, Des Moines. Letter, November 11, 1919. Bulletin, "School Laws of Iowa, from the Code of 1897, the Supplement to the Code, 1913, and the Supplemental Supplement, 1915, with the acts of the thirty-seventh and thirty-eighth General Assemblies."

1. State Legislation. Compulsion for Minors and Minors of Employment Age

School Laws of Iowa. Chapter on Compulsion. Sections 2823a *and* 2823b.

§ 2823a. **Duties of parents and guardians — penalty — exceptions.** Any person having control of any child of the age of seven to sixteen years inclusive, in proper physical and mental condition to attend school, shall cause such child to attend some public, private, or parochial school, where the common school branches of reading, writing, spelling, arithmetic, grammar, geography, physiology, and United States history are taught, or to attend upon equivalent instruction by a competent teacher elsewhere than school, for at least twenty-four consecutive school weeks in school each year, commencing with the first week of school after the first day of September, unless the board of school directors shall determine upon a later date, which date shall be not later than the first Monday in December; but the board of school directors in any city of the first or second class may require attendance for the entire time the schools are in session in any school year. Provided that this section shall not apply to any child who lives more than two miles away from any school by the nearest traveled road except in those districts in which the pupils are transported at public expense, or who is over the age of fourteen and is regularly employed; or has educational qualifications equal to those of pupils who have completed the eighth grade; or who is excused for sufficient reasons by any court of record or judge thereof; or while attending religious service or receiving religious instructions. Any person who shall violate the provisions of this section shall be guilty of a misdemeanor and upon conviction thereof shall pay a fine of not less than three dollars or more than twenty dollars, for each offense.

§ 2823b. **Reports to secretary.** Upon notice from the secretary of the school corporation within which such school is conducted, it shall be the duty of each principal of each private or parochial school, once during each school year and at any time when requested in individual cases, and within ten days from the receipt of such notice, to furnish to such secretary a certificate and a report of the names, ages and attendance of the pupils in attendance at such school during the preceding year and from the time of the last preceding report to the time at which a report is required and any person having the control of any child between seven and fourteen years of age inclusive, who shall place the same under private instruction, not in a regularly conducted school, upon receiving notice from the secretary of the school corporation, shall furnish a like certificate stating the name and age of such child and the period of time during which said child has been under said private instruction; and any person having the control of such child who is physically or mentally unable to attend school, public or private, shall furnish proofs by affidavit or affidavits as to the physical or mental condition of such child. All such certificates, reports and proofs shall be filed and preserved in the office of the secretary of the school corporation as a part of the records of his office.

2. State Legislation. Patriotic Measures

School Laws of Iowa. Sections 1, 2, *and* 3. *Chapter on Teaching of Citizenship.*

AN ACT requiring the teaching of American citizenship in the public and private schools located in the state of Iowa and providing for an outline of such subjects.

Be it enacted by the General Assembly of the State of Iowa:

Section 1. All public and private schools located within the state of Iowa shall be required to teach the subject of American citizenship.

Section 2. The superintendent of public instruction shall prepare and distribute to all elementary schools an outline of American citizenship for all grades from one to eight inclusive.

Section 3. Public and private high schools, academies, and other institutions ranking as secondary schools which maintain three year courses of instruction shall offer a minimum of instruction in American history and civics of the state and nation to

the extent of two semesters, and schools of this class which have four-year courses shall offer in addition one semester in social problems and economics.

Section 4. The superintendent of public instruction shall distribute to all high schools, academies and institutions ranking as secondary schools, an outline of a course of study in American history, civics of the state and nation, social problems and economics prepared under his direction.

3. State Legislation. Flags

School Laws of Iowa. Sections 2804-a, 2804-b *and* 2804-c.

§ 2804-a. **Display of United States flag — duty of board; flagstaff.** That it shall be the duty of the board of directors of each school corporation of this state to provide a suitable flagstaff on each public school building maintained under the authority of such board of directors and to provide each of such school buildings with a suitable flag, and such flag shall be raised over such buildings on all days when weather suitable therefor shall prevail.

§ 2804-b. **Flag raising services.** That at the commencement of each school day, the teacher, superintendent, or principal or whoever has the general supervision of the school administration within any such building, may arrange for the raising of such flag, as herein provided for, over the said building, with appropriate services, when weather conditions will permit, at the beginning of each school day.

§ 2804-c. **Flag upon all public buildings.** That it shall be the duty of the custodians of all public buildings of the state of Iowa to raise over such buildings the flag of the United States of America, upon each secular day when weather conditions are favorable, and it shall be the duty of any board of public officers charged with the duty of providing for the supplies of any such public building, to provide in connection with other supplies for any such building of the State of Iowa, a suitable flag for the purposes herein provided.

4. State Legislation. English Language

School Laws of Iowa. Page 91. *"English Language in Schools."*

AN ACT requiring the use of the English language as the medium of instruction in all secular subjects in all schools within the State of Iowa.

Section 1. That the medium of instruction in all secular subjects taught in all of the schools, public and private, within the State of Iowa, shall be the English language, and the use of any language other than English in secular subjects in said schools is hereby prohibited, provided, however, that nothing herein shall prohibit the teaching and studying of foreign languages as such as a part of the regular school course in any such school, in all courses above the eighth grade.

Section 2. That any person violating any of the provisions of this act shall be deemed guilty of a misdemeanor, and upon conviction shall be fined not less than twenty-five dollars ($25) nor more than one hundred dollars ($100).

5. Citizenship Training Through Public Schools

School Laws of Iowa. Page 96. *"Public Evening Schools."*

Section 1. The school board of any organized school district within the state is hereby authorized and empowered under the control and supervision of the city or county superintendent to establish and maintain public evening schools as a branch of the public schools when said school board shall deem advisable for the public convenience and welfare, and said evening schools shall be available to all persons over sixteen (16) years of age, who from any cause are unable to attend the public day schools of such district.

Section 2. Whenever in any organized school district within the state there shall be residing ten or more persons over sixteen (16) years of age who desire instruction at an evening school in the common branches, it shall be the duty of the school board of such organized school district to establish and maintain an evening school for such instruction throughout a period of not less than three months of every school year and for not less than two hours at least two times each week during the term of such evening schools, which school shall be under the control and supervision of the city or county superintendent.

School Laws of Iowa, pp. 106, 107, *"Part-Time Schools."*

Section 1. That the board of directors of any organized school district may establish and maintain part-time schools, departments, or classes in aid of vocational and other education for minors between the ages of fourteen (14) and sixteen (16) years,

(1) holding work certificates, or (2) who have not completed the eighth grade and are employed in a "store or mercantile establishment," where eight (8) or a less number of persons are employed, or in "establishments or occupations which are owned or operated by their own parents," or (3) who have completed the eighth grade and are not engaged in some useful occupation; and such board of directors shall organize such part-time school, department or class, whenever there are fifteen (15) minors as defined above resident in the district. The courses of study of part-time schools, departments, or classes may include, "any subject given to enlarge the civic or vocational intelligence" of the pupils attending.

Section 2. The board of directors may raise and expend money for the support of such part-time schools, departments, or classes in the same manner in which it is authorized to raise and expend funds for other school purposes.

Section 3. Such part-time schools, departments, or classes, for the attendance of children over fourteen (14) and under sixteen (16) years of age, shall be organized in accordance with standards established by the state board for vocational education, and shall provide for not less than eight (8) hours of instruction per week during the length of term for which public schools are established in the district. Such part-time schools, departments, or classes shall be held between the hours of eight (8) o'clock a. m. and six (6) o'clock p. m.

Section 4. Whenever any such part-time school or class shall have been approved by the state board for vocational education, the board of directors shall be entitled to reimbursement on account of expenditure made for the salaries of teachers in such part-time schools, departments, or classes, from any federal and state funds appropriated in aid of vocational education, as provided in the statutes governing such appropriations.

Section 5. The state board for vocational education is hereby authorized to fix standards for the establishment of part-time schools, departments, or classes; to fix the requirements of teachers, and to approve courses of study for such part-time schools, departments or classes.

Section 6. When such part-time school shall have been established, any parent or person in charge of such minor as defined in section 1 hereof who shall violate the provisions of this act shall be punished by a fine of not less than ten (10) dollars nor

more than fifty (50) dollars, or any person unlawfully employing such minor shall be punished by a fine of not less than twenty (20) dollars nor more than one hundred (100) dollars, or be imprisoned in the county jail not to exceed thirty (30) days.

Section 7. The enforcement of this act shall rest with the school board in the district in which such part-time school, department, or class shall have been established and the state department of public instruction through its inspectors and the board of vocational education through its supervisors of vocational education, in conjunction with the county superintendent of schools, are empowered to require enforcement of the same on the part of the school boards.

6. Citizenship Training Through Industries

School Laws of Iowa, p. 93. *"Mining Camp Schools."*

AN ACT to provide for an appropriation of $50,000 for relieving the situation in coal mining camps as to school facilities.

Be it enacted by the General Assembly of the State of Iowa:

Section 1. There is hereby appropriated from the state treasury out of funds not otherwise appropriated the sum of fifty thousand dollars ($50,000), or so much thereof as may be necessary, to be used by the state superintendent of public instruction and under his direction during the next biennium for the purpose of relieving the conditions existing in the mining camps in the State of Iowa, so far as school facilities are concerned.

7. Recommendations

Letter from P. E. MCCLENAHAN, *Superintendent of Public Instruction,* Des Moines, November 11, 1919:

> "In our state we have but 1 per cent. of illiteracy. We realize the necessity, however, for some Americanization work.
>
> "Personally I am very much in favor of an Americanization program which will eliminate illiteracy entirely, and I would like to see something done to make real American citizens, more than giving these people a franchise and dressing them in American clothes. I should like to see a program that would enable the foreigners to get acquainted with our institutions and our ideas and really understand what it means to live in America. I think that we are in a very critical situation, and that we need many real Americans."

CHAPTER XIV

Kansas

Bulletin, "Laws Relating to Education," Session of 1919.

Laws Relating to the Common Schools of Kansas, 1919–1920.

1. State Legislation. Compulsion for Minors and for Minors of Employment Age

Laws Relating to Education. Chapter 271. *Relating to the Sessions of Public Night Schools.*

AN ACT relating to the sessions of public night schools, when and where held, the term thereof, amending section 9396 of the General Statutes of Kansas for 1915 and repealing original section 9396 of the General Statutes of Kansas for 1915.

Be it enacted by the Legislature of the State of Kansas:

Section 1. That section 9396 of the General Statutes of the State of Kansas for 1915 be amended to read as follows:

§ 9396. The sessions of said public night school shall be held at night on not less than three nights each week during the continuance of such schools in one or more of the regular classrooms in one or more of the public school buildings of said district or city, and the term or terms of the regular public school in such district or city, said term to commence at the discretion of the board of education and shall continue for not less than five months, except as provided in section one of this act.

Section 2. That original section 9396 of the General Statutes of Kansas for 1915 be and it is hereby repealed.

Section 3. That this act shall take effect and be in force from and after its publication in the statute book.

Chapter VII.— Compulsory Education

Section 237. *Who must attend school; liability of parents and guardians.* That section 9415 of the general statutes of Kansas for 1915 be amended to read as follows:

§ 9415. That every parent, guardian or other person in the state of Kansas having control or charge of any child or children having reached the age of eight years and under sixteen years, shall be required to send such child or children to a public school, or a private, denominational or parochial school, in which all instruction shall be given in the English language only, each school

year, for such period as said school is in session: *Provided,* That any child of the age of fourteen years or more who is able to read and write the English language, and who is actively and regularly employed for his own support or for the support of those dependent upon him shall not be required to attend the aforesaid schools for a longer period or term than eight consecutive weeks in any one year: *Provided,* That any and all children that have received a certificate of graduation from the common schools of any county or certificate of admission to a high school in any city of the state of Kansas shall be exempt from the provisions of this act: *Provided,* That the children who are physically or mentally incapacitated for the work of common schools are exempt from the provisions of this act; but the school authorities shall have the right, and they are hereby authorized, when such exemption under the provision of this act is claimed by any parent, guardian, or other person in the control or charge of such child or children, to cause an examination of such child or children by a physician or physicians employed for such purpose by such authorities, and if such physician or physicians hold that such child or children are capable of doing the work in the common schools, then such child or children shall not be exempt from the provisions of this act. (Laws 1919, ch. 272, sec. 1.)

2. State Legislation — Minors of Employment Age

Chapter V — Child Labor

Section 116. *Employment of children under fourteen.* That no child under fourteen years of age shall be at any time employed, permitted, or suffered to work in or in connection with any factory, workshop, theater, mill, cannery, packing house, or operating elevators; nor shall such child be employed, permitted or suffered to work in any business or service whatever during the hours in which the public school is in session in the district in which said child resides. (Laws 1917, ch. 227, sec. 1.)

§ 117. *Employment of children under sixteen.* That no child under sixteen years of age shall be at any time employed, permitted, or suffered to work in or about any mine or quarry; or at any occupation at any place dangerous or injurious to life, limb, health or morals. (Laws 1917, ch. 227, sec. 2.)

§ 118. *Hours of employment.* That no child under sixteen years of age, who is employed in the several vocations mentioned

in this act, or in the transmission of merchandise or messages, or any hotel, restaurant or mercantile establishment, shall be employed before seven a. m., or after six p. m., nor more than eight hours in any one calendar day, nor more than forty-eight hours in any one week. (Laws 1917, ch. 227, sec. 3.)

3. State Legislation — Patriotic Measures

Laws Relating to Education. Chapter 184. *Making it a Felony to Display a Flag Distinctive of Bolshevism, Anarchy or Radical Socialism.*

AN ACT relating to the flag, standard, or banner of bolshevism, anarchy, or radical socialism; declaring any violation hereof a felony, and providing penalties therefor.

Be it enacted by the Legislature of the State of Kansas:

Section 1. That hereafter it shall be a felony for any person or persons, organization or body of persons to fly, to carry, to exhibit, or to display, or to assist in carrying, exhibiting or displaying in this state any red flag, standard or banner distinctive of bolshevism, anarchy, or radical socialism, or any flag, standard or banner of any color or design that is now or may hereafter be designated by any bolshevistic, anarchistic or radical socialistic group, body, association or society of persons as the flag, standard or banner of bolshevism, anarchism or radical socialism.

Section 2. That any person or persons who shall violate any provision of section 1 of this act shall, upon conviction of such violation, be punished by imprisonment in the State Penitentiary for a period of not less than eighteen (18) months nor more than three (3) years.

Section 3. That this act shall take effect and be in force from any after its publication in the official state paper.

4. State Legislation — Flags

Laws Relating to Education. Chapter 274. *Concerning the Purchase, Display, Custody and Care of the United States Flag for the Schools of Kansas.*

AN ACT concerning the purchase, display, custody and care of the United States flag for the schools of Kansas; providing for rules and regulations for custody, care and display of

such flag; making violations of this act a misdemeanor, and prescribing penalties therefor; and repealing sections 9445 and 9446 of the General Statutes of Kansas for 1915.

Be it enacted by the Legislature of the State of Kansas:

Section 1. That it shall be the duty of the school directors or boards of education of every public or proprietor of a private or parochial school in the several cities, counties, districts and school districts of this state to purchase a suitable United States flag, flagstaff, the necessary appliances therefor, and to display such flag upon or near the public, private or parochial school building or grounds belonging thereto in which school is held during school hours, and at such other times as such school directors, boards of education or proprietors may direct.

Section 2. That it shall be the duty of the said school directors, or boards of education of every public or proprietor of a private or parochial school in the several cities, counties, districts, and school districts of this state to purchase a suitable United States flag for each and every room of their respective school building or buildings and to keep such United States flag or flags in display in each such school room or rooms during the school hours and at such other times as such school directors or boards of education may direct.

Section 3. That the said school directors or boards of education or proprietors of a private or parochial school shall establish rules and regulations for the proper custody, care and display of the United States flag, and, when the weather will not permit it to be otherwise displayed, it shall be placed conspicuously in the principal room in the schoolhouse.

Section 4. That it shall be the duty of the county superintendent of public instruction in each county of the State of Kansas to notify the principal or proprietor of such public, private or parochial school, having charge of such school buildings and grounds, to observe the provisions of section 1 of this act, and if after such notification the said principal or proprietor of such public, private or parochial school shall fail to comply therewith for a period of thirty days, such principal or proprietor of such public, private or parochial school shall be judged guilty of misdemeanor, and upon conviction thereof shall be fined in a sum not less than $1 nor more than $5 for each thirty days thereafter that he shall continue to neglect to obey the provisions of this act.

Section 5. That sections 9445 and 9446 of the General Statutes of Kansas for 1915 be and the same are hereby repealed.

Section 6. That this act shall take effect and be in force from and after its publication in the official state paper.

Chapter XXVII — Patriotism.

Section 623. *Duty to purchase and display of flag.* That it shall be the duty of the school directors or boards of education of every public or proprietor of a private or parochial school in the several cities, counties, districts and school districts of this state to purchase a suitable United States flag, flagstaff and the necessary appliances therefor, and to display such flag upon or near the public, private or parochial school building or grounds belonging thereto in which school is held during school hours, and at such other times as such school directors, boards of education or proprietors may direct. (Laws 1919, ch. 274, sec. 1.)

§ 624. *Flag for each room.* That it shall be the duty of the said school directors, or boards of education of every public or proprietor of a private or parochial school in the several cities, counties, districts and school districts of this state to purchase respective school building or buildings and to keep such United States flag or flags in display in each such schoolroom or rooms during the school hours and at such other times as such school directors or boards of education may direct. (Laws 1919, ch. 274, sec. 2.)

§ 625. *Rules and regulations for care and display of flag.* That the said school directors or boards of education or proprietor of a private or parochial school shall establish rules and regulations for the proper custody, care and display of the said United States flag, and, when the weather will not permit it to be otherwise displayed, it shall be placed conspicuously in the principal room in the schoolhouse. (Laws 1919, ch. 274, sec. 3.)

§ 626. *Duty of county superintendents.* That it shall be the duty of the county superintendent of public instruction in each county of the state of Kansas to notify the principal or proprietor of such public, private or parochial school, having charge of such school buildings and grounds, to observe the provisions of section one of this act, and if after such notification the said principal or proprietor of such public, private or parochial school shall fail to comply therewith for a period of thirty days, such principal or proprietor of such public, private or parochial school shall be

judged guilty of misdemeanor, and upon conviction thereof shall be fined in a sum not less than one dollar nor more than five dollars for each thirty days thereafter that he shall continue to neglect to obey the provisions of this act. (Laws 1919, ch. 274, sec. 4.)

Chapter XXVII.— Patriotism

Article II.— Patriotic Instruction.

Section 629. *Duty of state superintendent.* (9447) It shall be the duty of the state superintendent of public instruction of this state to prepare for the use of the public schools of the state a program providing for a salute to the flag at the opening of each day of school, and such other patriotic exercises as may be deemed by him to be expedient, under such regulations and instructions as may best meet the varied requirements of the different grades in such schools. It shall also be his duty to make special provision for the observance of (in) such public schools of Lincoln's birthday, Washington's birthday, Memorial day (May 30), and Flag day (June 14), and such other legal holidays of like character as may be hereafter designated by law. (Laws 1907, ch. 319, sec. 3.)

§ 630. *Patriotic exercises.* (9448) The state superintendent of public instruction is hereby authorized and directed to procure and provide the necessary and appropriate instructions for developing and encouraging such patriotic exercises in the public schools, and the state printer is hereby authorized and directed to do such printing and binding as may become necessary for the efficient and faithful carrying out of the purposes of this act. (Laws 1907, ch. 319, sec. 4.)

5. State Legislation. English Language

Laws Relating to Education. Chapter 257. Providing for the Exclusive Use of the English Language in all Elementary Schools.

AN ACT in relation to instruction in public, private and parochial schools, and providing for the enforcement thereof.

Be it enacted by the Legislature of the State of Kansas:

Section 1. All elementary schools in this state, whether public, private, or parochial, shall use the English language exclusively as the medium of instruction.

Section 2. All schools, public, private, or parochial, shall provide and give a complete course of instruction to all pupils, in civil government, and United States history, and in patriotism and the duties of a citizen, suitable to the elementary grades.

Section 3. The State Board of Education shall have the power of visitation to see that the provisions of this act are complied with, and if it be found that any provision of this act is being violated, the state board shall order such school forthwith to comply with this act, and if such order be not complied with within thirty days after such order, excluding vacation periods, then the state board shall be authorized to order such school to be closed, and the county attorney of the county, where such school is located, or the attorney-general of the State of Kansas, at the election of the State Board of Education, shall enforce the orders of the board by action in the name of the state on his relation or the relation of such board of education.

Section 4. This act shall be in force and effect from and after its publication in the statute book.

6. State Legislation — Facilities for Adults

Chapter XXIV — Night Schools.

Section 604. *School boards shall have power to establish night schools.* (9394) The school board of any district or the board of education of any city in this state shall have the power to establish and maintain free public night schools in connection with the public school of such district or city, for the instruction of persons of the age of fourteen years and over residing in said district or city, not required by law to attend the public day school therein: *Provided,* That it shall be the duty of such board to establish and maintain such public night school whenever petitioned in writing therefor by the parents or guardians of ten persons eligible to attend said night school: *Provided further,* That said board may discontinue such night school whenever the average nightly attendance thereof shall be not more than seven. (Laws 1913, ch. 267, sec. 1.)

CHAPTER XV

Kentucky

V. O. Gilbert, *State Superintendent of Education*, Frankfort. Letter, October 27, 1919. Bulletin, "Common School Laws, Kentucky. 1918. Vol. II, No. 2."

1. State Legislation — Compulsion for Minors

Common School Laws. Chapter XVII. "Compulsory Education or Compulsory Attendance Law."

213 (4521a–1 Ky. St.). **Parents and guardians to send children to school.— Exception.** Every parent, guardian or other person residing within the boundary of the county school district law, and having the custody, control or supervision of any child or children between the ages of seven and twelve years, inclusive, shall cause such child or children to be enrolled in and to attend some public or private day or parochial school regularly for the full common school or graded common school term in each year in the common school district of the county in which such child or children may live in this commonwealth: Provided, however, that this act shall not apply in any case where the child has been or is being taught at home in such branches as are taught in the public schools for a like period of time and subject to the same examination as other pupils in the district in which such child resides; and for the purpose of ascertaining whether or not any child is embraced within this exemption the county court may order such child to submit to an examination to be given by the County Superintendent of Schools: Provided, further, that this section shall not apply to any child who is excused by the County Board of Education, upon its being shown to the satisfaction of the County Superintendent of Schools that such child is not in proper physical or mental condition to attend school.

2. State Legislation. Compulsion for Minors and for Minors of Employment Age

Common School Laws. Chapter XXXIII. "Compulsory Attendance and Truancy Law in Cities of the First, Second, Third and Fourth Classes."

577 (2978c). (1) **Children between the ages of seven and sixteen to be enrolled in school.— Exceptions.** That every parent, guardian or other person in any city of the first, second, third

or fourth class, having the custody, control or supervision of any child, or children, between the ages of seven and sixteen years, inclusive, shall cause such child to be enrolled in and to attend to some public or private day or parochial school regularly each school year for a full term or period of said school, provided that such private or parochial school term shall not be for a shorter period during each year than the term of the public schools in the city of the child's residence. Provided, further, that this act shall not apply in any case where the child has been, or is being taught at home in such branches as are taught in the public schools for a like period of time and subject to the same examinations as other pupils of the city in which the child resides; and for the purpose of ascertaining whether or not any child is embraced within this exemption the court may order such child to submit to an examination to be given by the city superintendent of schools. Provided, further, that this section shall not apply to any child who is excused by the board of education or school board of the city in which the parent, guardian or person having the custody, control or supervision of such child or children reside, upon it being shown to the satisfaction of the superintendent or chief executive officer of schools upon certificate of the health officer, which certificate shall be filed in the office of the superintendent of schools, that such child is not in proper physical or mental condition to attend school. Provided, further, that the provisions of this act shall not apply to any child between fourteen and sixteen years of age for whom an employment certificate may have been issued in accordance with the provisions of the child labor law.

3. Citizenship Training Through Public Schools

Common School Laws. Chapter XXV. "Illiteracy Commission."

333. **Commission appointed by Governor.**— That there is hereby created a commission to be known as "The Kentucky Illiteracy Commission," which shall be composed of five persons, both men and women, including the Superintendent of Public Instruction, who shall be ex-officio a member thereof. Said commissioners shall be appointed by the Governor of the Commonwealth and shall be selected for their fitness, ability and experience in matters educational and their acquaintance with the conditions of adult illiteracy in the State of Kentucky and its various communities. Two of said commissioners shall hold

office for two years and two for four years from the date of their first appointment by the Governor; after which all of said commissioners shall hold for a period of four years, but the term of two of them shall expire biennially. Any and all vacancies occurring in said commission shall be filled for the unexpired term by the Governor. Said commissioners, or any of them, may be removed at any time for cause.

336. **Data to be collected and distributed.**— It shall be the duty of said commission, and it shall have the power, to make research, collect data and statistics, and procure surveys of any and all communities, districts or vicinities of the State looking to the obtaining of a more detailed, definite and particular knowledge as to true conditions of the state with regard to its adult illiteracy, and report regularly the results of its labors to the General Assembly; and to interest persons and institutions in the dispensation of any and all funds and endowments of whatsoever kind which will allow or will or may aid in the elimination of the adult illiteracy of the State and to do or perform any other act which in their discretion will contribute to the elimination of the State's adult illiteracy by means of education, instruction and enlightenment; and said commission shall be empowered to receive, accept, hold, own, distribute and expend to the end of educating, instructing and enlightening and assisting in the education, instruction and enlightenment of illiterate persons in the State of Kentucky, any and all funds or any other thing of value, with which it may be endowed or may otherwise receive, and in the expenditure and disbursement thereof, said commission shall be controlled by such expedient and discreet regulations as it may from time to time adopt; provided, however, that any and all funds which may come to the hands of said commission shall be expended in keeping with the general purposes of this act.

4. **Letter from Frank T. Buerck, sales manager, Courier-Journal Job Printing Company, Louisville, November 24, 1919:**

"In addition to this we are very fortunate here in Louisville of not being worried by foreign-born employees such as is the case in eastern and northern cities. We are glad to say, however, that we always try to co-operate in every effort to Americanize any foreign element we might have, but as stated above we are fortunate in not being troubled with that in our city."

5. Recommendations for Citizenship Training

Letter from Mrs. MARTHA J. B. TUCKER, *Director, Americanization Committee,* Daughters of the American Revolution, Hotel Watterson, Louisville, Kentucky, November 15, 1919 (Mrs. Tucker has been a teacher of foreign children for many years):

"It is an injustice to try to teach the American and the foreign children together. The foreigners are necessarily slower.

"The night school does not meet the need of the adult. After a day's hard work, he is unfit for mental work; even if he cleans up and goes he is likely to fall asleep. He becomes discouraged and quits. Only the co-operation of the employer can meet the work.

"The man is or may be cared for in the factory, but what of the woman who must remain at home to cook, wash, iron and rear the family. We need home missionaries for that."

CHAPTER XVI

Louisiana

T. H. Harris, *State Superintendent of Education,* Baton Rouge. Letter, October 27, 1919:

1. State Legislation — Compulsion for Minors

Public School Laws of Louisiana — Act No. 232 of 1912

Section 1. That section 1 of act 222 of the General Assembly of the State of Louisiana of the year 1910 be amended and re-enacted so as to read as follows:

Section 1. From and after October 1, 1910, every parent, guardian or other person, residing within the boundaries of the parish of Orleans, having control or charge of any child or children between the ages of eight (8) and fourteen (14) years, inclusive, shall send such child or children to a public, private, denominational, or parochial day school each school year, during the time in which the public schools of the parish of Orleans shall be in session, under such penalty for non-compliance herewith as is hereinafter provided. Said child or children may be excused from such attendance by the attendance or truant officers of the parish, upon the presentation of satisfactory evidence that the bodily or mental condition of the child or children is such as to prevent or render inadvisable attendance at school or application to study; or that such child or children are being instructed at home, in the common school branches, or that the child or children have completed the prescribed elementary school course of study, or if the public school facilities within twenty city blocks of the home of the child or children are not adequate to accommodate such child or children, provided, that no excuse from attendance shall be valid for more than three months except where the child has completed the elementary course, or if the public school facilities within twenty city blocks of the home of the child or children are not adequate to accommodate such child or children. Every parent, guardian, or person in the parish of Orleans having charge or control of a child between the ages of 14 and 16 years who is not regularly and lawfully engaged for at least six hours each day in some useful employment or service, shall cause said child to attend regularly some day school according to the provisions of this section.

Public School Laws of Louisiana — Act No. 27 of 1916

Section 1. Be it enacted by the general assembly of the state of Louisiana, That from and after September the first, 1916 every parent, guardian, or other person residing within the state of Louisiana, having control or charge of any child or children between the ages of seven and fourteen years, both inclusive, shall send such child or children to a public or private day school under such penalty for non-compliance herewith as is hereinafter provided.

§ 2. Be it further enacted, etc., That the minimum session of attendance required under this Act shall be one hundred forty days, or for the full session of the public schools where the public school session is one hundred forty days or less, and children shall be required to enter school not later than two weeks after the opening of the session or term.

§ 3. Be it further enacted, etc., That the following classes of children between the ages of seven and fourteen years shall be exempted from the provisions of this Act, the Parish School Board to be the sole judge in all such cases: (a) Children mentally or physically incapacitated to perform school duties; (b) children who have completed the elementary course of study; (c) children living more than two and one-half miles from a school of suitable grade and for whom free transportation is not furnished by the school board; (d) children for whom adequate school facilities have not been provided; (e) children whose services are needed to support widowed mothers.

§ 4. Be it further enacted, etc., That all cases of violation of the foregoing provisions by any parent, guardian, or other person having control of children, shall be tried in the proper courts having jurisdiction, and the penalty for every violation of any of said provisions shall be a fine not exceeding ten dollars, or not exceeding ten days in jail, or both, at the discretion of the court.

§ 5. Be it further enacted, etc., That all cases of non-attendance of children at schools, as above required, which is not due to the fault of the parent, guardian or other person having control of such children, on account of failure to comply with the foregoing provisions, but is due to truancy on the part of the child or children shall be considered as delinquency and such child or children shall be reported to the juvenile court as delinquent children, there to be dealt with in such manner as the judge of said court may determine, either by placing said delinquent in a public or private

asylum, home or other public institution, where schooling may be provided for said children, or otherwise.

§ 6. Be it further enacted, etc., That truancy as herein used is defined to be absence from school for more than one week without cause.

§ 7. Be it further enacted, etc., That parish school boards shall have authority to furnish textbooks free to children whose parents or guardians are unable to provide same.

§ 8. Be it further enacted, etc., That all laws or parts of laws in conflict with the provisions of this act be and the same are hereby repealed.

2. State Legislation — Patriotic Measures

Public School Laws of Louisiana — Act No. 138 *of* 1918

Prohibiting the use of any disloyal, abusive, or disreputable language concerning the United States of America, or flag, standard, color, etc.

Section 1. Be it enacted by the General Assembly of Louisiana, That if any person shall, at any time or place within this state, during the time the United States of America is at war with any other nation, use any language in the presence and hearing of another person, of and concerning the United States of America, the entry, or the continuance, of the United States of America in the war, or of and concerning the army, navy, or marine corps of the United States of America, or of and concerning any flag, standard, color, ensign, of the United States of America, or any imitation thereof, or the uniform of any officer of the army of the United States of America, which language is disloyal to the United States of America, or abusive in character, and calculated to bring into disrepute the United States of America, the entry, or continuance, of the United States of America in the war, the army, navy, marine corps of the United States of America, or any flag, standard, color, or ensign of the United States of America, or any imitation thereof, or the flag, color, standard, or ensign, or the uniform of any officer of the army of the United States of America, or is of such nature as to be reasonably calculated to provoke a breach of the peace, is if said in the presence and hearing of a citizen of the United States of America, shall be decreed guilty of a crime, and shall be punished with or without hard labor in the state penitentiary for any period of time not more than five

years, or by a fine of not less than fifty dollars nor more than five thousand dollars.

§ 2. Be it further enacted, etc., That any person who shall, at any time and place within this state during the time the United States is at war with any other nation, or nations, commit to writing or printing, or both writing and printing, by letters, words, signs, figures or any other manner, and in any language, anything of and concerning the United States, the entry or continuance of the United States in the war, or of and concerning the army, navy, or marine corps of the United States, any flag, standard, color, or ensign of the United States, or any imitation thereof, or uniform of any of its officers, which is abusive in character, or disloyal to the United States, and reasonably calculated to bring into disrepute the United States, or the entry, or continuance, of the United States in the war, the army, navy, or marine corps of the United States, any flag, standard, color, or ensign of the United States, or that of any of its officers, and reasonably calculated to provoke a breach of the peace if written to or in the presence of a citizen of the United States, or if said in the presence and hearing of any citizen of the United States shall be deemed guilty of a crime, and shall be punished as provided in section one of this act.

§ 3. Be it further enacted, etc., That any person who shall, within this state, publicly or privately, mutilate, deface, defile, defy, tramp upon, or cause contempt upon, either by words or acts, any flag, standard, color, or ensign, of the United States, or that of any of its officers, or on any imitation of either of them, shall be deemed guilty of a crime, and shall be punished as provided in section one of this act.

§ 4. Be it further enacted, etc., That any person who, during the existence of the war between the United States and any other nation, or nations, shall knowingly or maliciously, within this state, display any flag, standard, color, or ensign, or coat of arms of any nation with which the United States is at war, or any imitation thereof, or that of any state, subdivision, city or municipality of any such nations, shall be deemed guilty of a crime and shall be punished as provided in section one of this act.

§ 5. Be it further enacted, etc., That it shall be the duty of any person who shall hear, see, or know of any person violating any of the provisions of this act, to immediately report the same to some

officer authorized to make arrests of such cases; and it shall be the duty of said officer to forthwith cause the arrest of such person, or persons, against whom such charge has been filed, and to immediately carry him before the district attorney of the parish, whose duty it shall be to thoroughly investigate the charges, and to file such information as may be necessary.

Public School Laws — Act No. 220 of 1918

An Act to prevent and punish the desecration, mutilation or improper use of the flag of the United States of America, and of this state, and of any flag, standard, color, ensign or shield authorized by law, and to make uniform the laws adopting same.

Section 1. Be it enacted by the general assembly of the state of Louisiana; That the words flag, standard, color, ensign or shield, as used in this act, shall include any flag, standard, color, ensign or shield, or copy, picture, or representation thereof, made of any substance or represented or produced thereon, and of any size, evidently purporting to be such flag, standard, color, ensign or shield of the United States or of this state, or a copy, picture or representation thereof.

§ 2. Be it further enacted, etc., That no person shall, in any manner, for exhibition or display:

(a) Place or cause to be placed any word, figure, mark, picture, design, drawing or advertisement of any nature upon any flag, standard, color, ensign or shield of the United States or of this state, or authorized by any law of the United States or of this state; or

(b) Expose to public view any such flag, standard, color, ensign or shield upon which have been printed, painted or otherwise produced, or to which shall have been attached, appended, affixed or annexed any such word, figure, mark, picture, design, drawing or advertisement; or

(c) Expose to public view for sale, manufacture, or otherwise, or to sell, give or have in possession for sale, for gift or for use for any purpose, any substance, being an article of merchandise, or receptacle, or thing for holding or carrying merchandise, upon or to which shall have been produced or attached any such flag, standard, color, ensign or shield, in order to advertise, call attention to, decorate, mark or distinguish such article or substance.

§ 3. Be it further enacted, etc., That no person shall publicly

mutilate, deface, defile, defy, trample upon, or by word or act cast contempt upon any such flag, standard, color, ensign or shield.

§ 4. Be it further enacted, etc., That this statute shall not apply to any act permitted by the statutes of the United States (or of this state), or by the United States army and navy regulations, nor shall it apply to any printed or written document or production, stationery, ornament, picture or jewelry whereon shall be depicted said flag, standard, color, ensign or shield with no design or words thereon and disconnected with any advertisement.

§ 5. Be it further enacted, etc., That any violation of section two of this act shall be a misdemeanor and punishable by a fine of not more than ten dollars. Any violation of section three of this act shall be a misdemeanor punishable by a fine of not more than twenty-five dollars, or by imprisonment for not more than thirty days, or by both fine and imprisonment, in the discretion of the court.

§ 6. Be it further enacted, etc., That all laws and parts of laws in conflict herewith are hereby repealed.

§ 7. Be it further enacted, etc., That this act shall be so construed as to effectuate its general purpose and to make uniform the laws of the states which enact it.

§ 8. Be it further enacted, etc., That this act may be cited as the Uniform Flag Law.

§ 9. Be it further enacted, etc., That this act shall take effect on and after September first, nineteen hundred and eighteen.

3. State Legislation — English Language

Constitution of the State of Louisiana — Article 251 *— French May be Taught*

The general exercises in the public schools shall be conducted in the English language; provided, the the French language may be taught in those parishes or localities where the French language predominates, if no additional expense is incurred thereby.

4. State Legislation — Facilities for Adults

Act for the Encouragement of Facilities for Adult Education — Public School Laws of Louisiana, 1916

Section 60. Be it further enacted, etc., That the state board of education and the parish school officials shall do everything possible to eradicate adult illiteracy in Louisiana.

5. State Legislation — Teachers

Act Providing for Establishment and Conduct of Teachers' Institutes — Public School Laws of Louisiana, 1919

Section 34. Be it further enacted, etc., That the parish school boards shall provide for and conduct such teachers' institutes as they deem necessary, and the state board of education shall adopt annually suitable reading circle books for use in the institute work, shall prepare rules and regulations for the government of the institutes, and do everything possible for the benefit and improvement of the teachers engaged in public school work.

§ 35. Be it further enacted, etc., That the provisions of this act relating to teachers' institutes shall not be compulsory in the parish of Orleans, but the school board of said parish at its election may conduct such teachers' institutes as it may deem necessary.

6. Letter from State Superintendent

"During the summer of 1919 we organized in several parishes classes for adult illiterates and adult foreigners, and we instructed five or six hundred of each. The adult foreigners were instructed by the Department of Agriculture, Division of Immigration. The native adult illiterates were instructed by the parish school boards.

"It was our experience that it is not very difficult to induce foreigners to accept instruction, for the reason that they wish to qualify as American citizens.

"We find it quite difficult, however, to induce adult illiterate natives to enroll in classes and accept instruction. These people are not ambitious and they are naturally timid and suspicious, and there is no particular goal to hold out to them.

"I believe, however, that the work should be continued for both classes of adults, and I expect to ask the Legislature which will meet next spring for a special appropriation to be used in employing teachers and supervisors for such instruction. We need no new legislation on the subject."

CHAPTER XVII
Maine

1. State Legislation — Compulsion for Minors

Laws of Maine Relating to Public Schools

Section 63. *Towns may make by-laws concerning truants; approval, R. S. c.* 15, *sec.* 46. Towns may make such by-laws, not repugnant to law, concerning habitual truants, and children between six and seventeen years of age not attending school, without any regular and lawful occupation, and growing up in ignorance, as are most conducive to their welfare and the good order of society; and may annex a suitable penalty, not exceeding twenty dollars, for any breach thereof; but such by-laws must be first approved by a judge of the supreme judicial court.

§ 66. *Children between certain ages required to attend school unless excused or excluded by committee; penalty for neglect. R. S. c.* 15, *sec.* 49, 1905, *c.* 48, *sec.* 9, 1909, *c.* 57, 1919, *c.* 122. Every child between the seventh and fifteenth anniversaries of his birth and every child between the fifteenth and seventeenth anniversaries who cannot read at sight and write legibly simple sentences in the English language, shall attend some public day school during the time such school is in session, and an absence therefrom of one-half day or more shall be deemed a violation of this requirement; provided, that necessary absence may be excused by the superintending school committee or superintendent of schools or teachers acting by the direction of either; provided, also, that such attendance shall not be required if the child obtained equivalent instruction, for a like period of time, in a private school in which the course of study and methods of instruction have been approved by the state superintendent of public schools, or in any other manner arranged for by the superintending school committee with the approval of the state superintendent of public schools; provided, further, that children shall not be credited with attendance at a private school until a certificate showing their names, residence and attendance at such school signed by the person or persons having such school in charge, shall be filed with the school officials of the town in which said children reside; and provided, further, that the superintending school committee may exclude from the public schools any child whose physical or mental condition makes it inexpedient for him to attend. All persons having

children under their control shall cause them to attend school as provided in this section, and for every neglect of such duty shall be punished by a fine not exceeding twenty-five dollars or shall be imprisoned not exceeding thirty days.

2. State Legislation — Minors of Employment Age

Laws of Maine Relating to Public Schools

Section 20. *Employment of children under fourteen years of age regulated.* 1915, *c.* 327, *sec.* 1. No child under fourteen years of age shall be employed, permitted or suffered to work in, about, or in connection with any manufacturing or mechanical establishment. No child under fifteen years of age shall be employed, permitted or suffered to work at any business or service for hire, whatever, during the hours that the public schools of the town or city in which he resides are in session.

§ 21. *Regulation for employment of minors between fourteen and sixteen years of age; issuance of work permits; physician's certificate may be required.* 1915, *c.* 327, *sec.* 2. No minor between the ages of fourteen and sixteen years shall be employed, permitted or suffered to work in any of the aforementioned occupations unless the person, firm or corporation employing such child procures and keeps on file accessible to any attendance officer, factory inspector or other authorized officer charged with the enforcement of sections twenty to thirty-one, both inclusive, of this chapter, a work permit issued to said child by the superintendent of schools of the city or town in which the child resides, or by some person authorized by him in writing. The person authorized to issue a work permit shall not issue such permit until such child has furnished such issuing officer a certificate signed by the principal of the school last attended showing that the child can read and write correctly simple sentences in the English language and that he has satisfactorily completed the studies covered in the first six yearly grades of the elementary public schools, or their equivalent; in case such certificate cannot be obtained, then the officer issuing the work permit shall examine such child to determine whether he can meet the educational standard specified and shall file in his office a statement setting forth the result of such examination; nor until he has received, examined, approved and filed satisfactory evidence of age showing that the child is fourteen years old or upwards; such evidence shall consist of a certified copy of the town clerk's record of the

birth of said child, or a certified copy of his baptismal record, showing the date of his birth and place of baptism, or a passport showing the date of birth. In the event of the minor being unable to produce the evidence heretofore mentioned, and the person authorized to issue the work permit being satisfied of that fact, the said work permit may be issued on other documentary evidence of age satisfactory to the person authorized to issue the work permit, provided said documentary evidence has been approved by the state commissioner of labor. The superintendent of schools, or the person authorized to issue such work permit may require, in doubtful cases, a certificate signed by a physician appointed by the school board, or, in case there is no school physician, from the medical officer of the board of health, stating that such child has been examined by him, and, in his opinion, has reached the normal development of a child of its age and is in sufficiently sound health and physically able to perform the work which he intends to do. The state factory inspector, his deputy or agent, may require a similar certificate in doubtful cases, of the minors employed under a work permit. A work permit when duly issued shall excuse such child from attendance at public school; but no person shall issue such permit to any minor then in or about to enter his employment or the employment of the firm or corporation of which he is a member, stockholder, officer or employee.

3. State Legislation — Flags

Laws of Maine Relating to Public Schools — 1919

Section 52. *Flags to be furnished schools,* 1907, *c.* 182, 1915, c. 176. Superintendents of schools shall see that the flag is displayed from the public school buildings on appropriate occasions. They shall report annually to the towns the amount necessary to furnish the public schools with suitable flags and flagstaffs and towns shall annually appropriate a sufficient amount to defray the necessary cost of the display of the flag. The appropriation for this purpose shall be separate from and additional to all other appropriations for schools. It shall be the duty of instructors to impress upon the youth by suitable references and observances the significance of the flag, to teach them the cost, the object and principles of our government, the great sacrifices of our forefathers, the important part taken by the union army in the war of eighteen hundred sixty-one to eighteen hundred sixty-five, and to teach them to love, honor and respect the flag of our country that cost so much and is so dear to every true American citizen.

4. State Legislation —Americanization

Laws of Maine Relating to Public Schools

Section 137. *State aid to towns maintaining evening schools. Americanization and reducing illiteracy,* 1911, *c.* 188, *sec.* 6, 1915, *c.* 90, 1919, *c.* 148. Whenever the superintending school committee of any town shall have maintained during the school year an evening school as provided by section twenty-five, said town shall be reimbursed by the state a sum equal to two-thirds the amount paid for instruction in such evening school, provided there shall have been offered, in addition to the subjects elsewhere prescribed for evening schools, courses in the commercial branches, the domestic and manual arts or the elements of the trades, said courses to be subject to the approval of the state superintendent of public schools; no town shall be entitled to receive a reimbursement under the provisions of this section, unless the total average attendance in said courses shall equal not less than twenty-five per cent of the average attendance of the school; provided, however, that for the purpose of Americanization and also for the purpose of reducing illiteracy within the state all towns and cities in which there are persons of normal mentality over eighteen years of age who are unable to read, to write and to speak the English language to a reasonable degree of efficiency, or who are unable to read and to write in any language, are hereby authorized to organize and conduct evening schools or classes in which such persons of foreign birth or foreign extraction shall be given opportunity to learn to read, to write and to speak the English language and to learn the duties of citizens in a democracy, and also in which illiterates shall be given opportunity to learn to read and to write and to pursue such other subjects as will increase their civic intelligence. Such schools and classes shall meet the approval of the state superintendent of schools in regard to the qualifications of instructors, length of term and subjects offered and towns maintaining them shall be reimbursed to the same extent and in the same manner as for other schools and classes set forth in this section.

5. Proposed Legislation

The following bill has been introduced in the Maine Legislature, which will require education of all non-English-speaking people:

On and after July 1, 1922, no person who is over 18 years of age and less than 45 years of age shall be employed in any factory, workshop, manufacturing, mechanical establishment, or by a contractor employing more than 25 persons, unless such person can speak, read, and write in the English language with proficiency equal to the third grade of Maine standard, or unless such person attends for at least three hours in each of 16 weeks, or an equivalent in each year, a class approved by the superintendent and school committee of the town in which such persons maintain their residence. Every such person shall have in his or her possession a punched card recording attendance. Employers of such persons shall keep a list of all such persons to which local and state school authorities shall have access. It shall be the duty of the State Superintendent of Public Schools to provide record attendance cards, and to prepare and cause to be printed outline studies in reading and writing, and the duties of citizens for use in such classes.

6. Letter from Augustus O. Thomas, State Superintendent of Public Schools, Augusta, October 30, 1919:

"The last Legislature of the State of Maine made provision for carrying on an Americanization program of considerable importance. The work is being conducted under the direction of the State Superintendent of Schools.

"The Legislature made ample provision for carrying on the Americanization program. The state is able to pay two-thirds of the cost of instruction in all instances and in some instances the entire cost. A number of night schools are now being opened with the one at Lewiston, the largest of any conducted in the interest of those who desire to learn the English language and the foundations of our government. The last report I had over 200 adults were attending this school.

"In order to receive financial assistance from the state these Americanization schools must be conducted by public school officials in the several localities.

"The last Legislature also under the direction of the State Superintendent of Schools provided a law requiring that all common school subjects be taught entirely in the English language. This includes instruction in parochial schools also, and no school can be accepted in lieu or satisfying the

compulsory education act of the state which is not approved by the State Superintendent of Schools. All schools, public and private, report their attendance, instruction and expense to the State Superintendent.

"An agent representing the department is placed in the field for the purpose of visiting and inspecting schools and helping teachers wherever children of foreign descent are in attendance.

"Personally, I feel that too much attention cannot be paid to this very important work. The United States Government and the several states of the Union will be derelict in their duty if a vigorous prosecution of an Americanization program is not undertaken. For two years we have been making a drive to get every child in the state who ought to be in school into school, and during the summer under my direction a census was taken of all children between the ages of ten and twenty-one who could not read or write and the number reported by the last Federal census was reduced to 541 children. We have the names of these children, their addresses and their parents' addresses also and are making an effort to reduce entirely, so far as the mentality of the children enables, our juvenile illiteracy percentage to the very minimum.

"Relative to the management of a program of this sort permit me to say that I am inclined to think that all activities affecting the schools should come through one source. The best results cannot be secured through a dissipation of authority and effort."

CHAPTER XVIII

Maryland

M. Bates Stephens, *State Superintendent of Education,* Baltimore. Letter, November 19, 1919. Bulletin, "Maryland Public School Laws, 1918."

1. State Legislation. Compulsion for Minors and for Minors of Employment Age

Public School Laws. Chapter 21. *"School Attendance."*

153. Every child residing in Baltimore city, between eight and fourteen years of age, shall attend some day school regularly, as defined in section 131 of this subtitle, during the entire period of each year the public day schools in said city in which said child resides are in session, unless it can be shown that the child is elsewhere receiving regularly thorough instruction during said period in the studies usually taught in the said public schools to children of the same age; provided, that the superintendent or principal of any school or person or persons authorized by said superintendent or principal may excuse cases of necessary absence among its enrolled pupils; and provided, further, that the provisions of this section shall not apply to a child whose mental or physical condition is such as to render its instruction as above described inexpedient or impracticable. Every person having under his control a child between eight and fourteen years of age shall cause such child to attend school or receive instructions as required by this section. Children over fourteen years of age and under the age of sixteen years, and every person having under his control such a child, shall be subject to the requirements of this section, unless such children are regularly and lawfully employed to labor at home or elsewhere.

154. Any person who has a child under his control and who fails to comply with any of the provisions of the preceding section shall be deemed guilty of a misdemeanor, and be fined not exceeding five dollars for each offense.

155. Any person who induces or attempts to induce any child to absent himself unlawfully from school, or employs or harbors while school is in session any child absent unlawfully from school, shall be deemed guilty of a misdemeanor, and be fined not more than fifty dollars.

2. State Legislation. Patriotic Measures

Public School Laws. Chapter 75, *Laws of* 1919.

Section 176-A. It shall be the duty of the board of education of each and every county in the State of Maryland, and of the Board of Education for Baltimore City in the State of Maryland, to cause to have displayed a flag of the United States of America upon every public school building within their respective jurisdictions while said schools are in session, and to that end shall make all necessary purchase of flags, staffs and appliances therefor and establish rules and regulations for the proper custody, care, and display of the flag in said schools; and it shall be the duty of said boards of education to prepare for the use of the public schools of the state a program providing for the salute to the flag, and such other patriotic exercises from time to time as may be deemed by them to be expedient, and under such regulations and instruction as may best meet the various requirements of the different grades in such schools; all to the end that the love of liberty and democracy, signified in the devotion of all true and patriotic Americans to their flag and their country, shall be instilled in the hearts and minds of the youth of America.

3. Citizenship Training

Letter from M. BATES STEPHENS, *State Superintendent of Education,* Baltimore, October 30, 1919:

"Our State Board of Education has called a conference of thirty representative men and women of the state, to be held in this city on November 12th. The idea is to organize a directing committee for a campaign we are hoping to inaugurate at an early date along the line of Americanization, and making the state 100 per cent. literate."

Letter from M. BATES STEPHENS, *State Superintendent of Education,* Baltimore, November 19, 1919:

"The conference our Board held on November 14th proved an interesting gathering. There were about thirty representative men and women of the state who took part in the conference. Illiteracy and Americanization were the chief topics.

"Those present agreed to act as an advisory committee to the State Board of Education in a campaign in favor of better school conditions, a higher appreciation of citizenship,

and a 100 per cent. literate commonwealth. At least, this is our goal.

"A committee will be appointed on Americanization, one on illiteracy, one on legislation, and the fourth on schoolhouses and sanitation.

"We have a very small percentage of foreign-born outside of Baltimore City who cannot speak English. I think in the City of Baltimore we have 65,000 who do not read or speak the English language.

"I am of the opinion that the adults will be reached in the factories through the aid of the Johns Hopkins University, as they are reached in Milwaukee by one of the professors of the Wisconsin University.

"Our Board will begin now a movement for night schools for adult illiterates. This work will be carried on through the county boards of education."

CHAPTER XIX

Massachusetts

JOHN J. MAHONEY, *State Supervisor of Americanization,* Boston. Letter, December 12, 1919. Bulletin, "Revised Laws Relating to Public Instruction, enacted by the Legislature of November 21, 1901, to take effect January 1, 1902; also Subsequent Amendments and Additions from 1902 to 1914, inclusive, and *Other Laws of Interest to School Authorities.*"

1. State Legislation. Compulsion for Minors and for Minors of Employment Age

Revised Laws Relating to Public Instruction. Pages 40, 41. *Chapter* 44. *"Attendance Compulsory Between Seven and Fourteen Years of Age, and Under Sixteen in Certain Cases."*

Section 1. Every child between seven and fourteen years of age, every child under sixteen years of age who does not possess such ability to read, write and spell in the English language as is required for the completion of the fourth grade of the public schools of the city or town in which he resides, and every child under sixteen years of age who has not received an employment certificate as provided in this act and is not engaged in some regular employment or business for at least six hours per day or has not the written permission of the superintendent of schools of the city or town in which he resides to engage in profitable employment at home, shall attend a public day school in said city or town or some other day school approved by the school committee, during the entire time the public schools are in session, subject to such exceptions as are provided for in sections four, five and six of this chapter and in section three of chapter forty-two of the Revised Laws, as amended by chapter four hundred and thirty-three of the acts of the year nineteen hundred and two and by chapter five hundred and thirty-seven of the acts of the year nineteen hundred and eleven; but such attendance shall not be required of a child whose physical or mental condition is such as to render attendance inexpedient or impracticable, or who is being otherwise instructed in a manner approved in advance by the superintendent of schools or the school committee. The superintendent of schools, or teachers in so far as authorized by

said superintendent or by the school committee, may excuse cases of necessary absence for other causes not exceeding five day sessions or ten half-day sessions in any period of six months.

2. State Legislation. Compulsion for Minors of Employment Age

Revised Laws Relating to Public Instruction. Pages 80–82. *Chapter* 805, *Acts of* 1913. *"Establishment and Maintenance of Continuation Schools and Courses of Instruction for Working Children."*

Section 1. When the school committee of any city or town shall have established continuation schools or courses of instruction for the education of minors between fourteen and sixteen years of age who are regularly employed in such city or town not less than six hours per day, such school committee may, with the consent of the board of education, require the attendance in such continuation schools or on such courses of instruction of every such minor thereafter receiving an employment certificate and who is not otherwise receiving instruction approved by the school committee as equivalent to that provided in schools established under the provisions of this act. The required attendance provided for in this act shall be at the rate of not less than four hours per week and shall be between the hours of eight o'clock in the morning and six o'clock in the afternoon of any working day or days. The time spent by a child in a continuation school or class shall be reckoned as a part of the time or number of hours that minors are permitted by law to work.

Section 2. Continuation schools or courses of instruction as provided in section one of this act shall, so long as they are approved by the board of education as to organization, control, location, equipment, courses of study, qualifications of teachers, methods of instruction, conditions of admission, employment of pupils and expenditure of the money, constitute approved continuation schools or courses of instruction. Cities and towns maintaining such approved continuation schools or courses of instruction shall receive reimbursement from the commonwealth, as provided in section three of this act.

Section 3. The commonwealth, in order to aid in the maintenance of approved continuation schools or courses, shall as provided in this act pay annually from the treasury to cities and

towns maintaining such school or courses an amount equal to one-half of the sum to be known as the net maintenance sum. Such net maintenance sum shall consist of the total sum raised by local taxation and expended for the maintenance of such a school, less the amount, for the same period, of tuition claims paid or unpaid and receipts from the work of pupils or the sale of products.

Section 4. When the school committee of any city or town shall have established a continuation school or courses of instruction as provided in section one of this act, the said school committee may require the attendance, as provided in section one of this act, in such continuation school or on such courses of instruction of all minors between fourteen and sixteen years of age residing in said city or town who are regularly employed in another city or town; *provided,* that the city or town in which such minors are employed does not maintain and require attendance at a continuation school or courses of instruction as defined in section one of this act.

Section 5. Any minor between fourteen and sixteen years of age who is regularly employed in a city or town other than that in which the said minor resides may attend a continuation school or courses of instruction, as provided in section one of this act, in the city or town in which such minor resides. Any minor attending a continuation school or courses of instruction, as hereinbefore described, in the city or town of his residence in preference to attending such school or courses of instruction in the city or town of his employment, shall file or cause to be filed regularly, at least once a month, with the superintendent, or his representative duly authorized in writing, of the city or town in which such minor is employed, a report of attendance certified by the superintendent, or his representative duly authorized in writing, of the city or town in which such minor is attending school; *provided, however,* that the filing of such certified report of attendance . . . at continuation schools or courses of instruction as defined in section one of this act as not compulsory shall not be required.

Section 6. The employer of any minor between fourteen and sixteen years of age who is compelled by the provisions and regulations either of the school committee in the city or town in which such minor resides or of the school committee in the city or town in which such minor is employed to attend a continuation school or courses of instruction as defined in section one of this act, shall

cease forthwith to employ such minor when notified in writing by the superintendent or his representative duly authorized in writing, having jurisdiction over such minor's school attendance, that such minor is not attending school in accordance with the compulsory attendance regulations as defined in section one of this act. Any employer who fails to comply with the provisions of this section shall be punished by a fine of not less than ten nor more than one hundred dollars for each offense.

Section 7. The superintendent of schools having jurisdiction, or a person authorized by him in writing, may revoke the age and schooling or employment certificate of any minor who is required by the provisions of this act to attend a continuation school or courses if such minor fails to attend such school or courses as provided by this act.

Section 8. This act shall take effect on the first day of September, nineteen hundred and thirteen.

Revised Laws Relating to Public Instruction. *Pages,* 64, 65. *Chapter* 46, *section* 66. *"Employment of Minors Between Sixteen and Twenty-one Years of Age; Evening School Attendance Required."*

Section 66. No child who is over sixteen and under twenty-one years of age shall be employed in a factory, workshop, manufacturing, mechanical or mercantile establishment unless his employer procures and keeps on file an educational certificate showing the age of the child and his ability or inability to read and write as hereinafter provided. Such certificate shall be issued by the person authorized by this act to issue employment certificates.

Every employer of such children shall keep their educational certificates accessible to any officer authorized to enforce the provisions of this act and shall return said certificates to the office from which they were issued within two days after the date of the termination of the employment of said children. If the educational certificate of any child who is over sixteen and under twenty-one years of age fails to show that said child possesses the educational qualifications enumerated in section one of chapter forty-four of the Revised Laws, as amended, then no person shall employ such child while a public evening school is maintained in the city or town in which the child resides, unless such child is a regular attendant at such evening school or at a day school,

and presents to his employer each week a school record of such attendance. When such record shows unexcused absences, such attendance shall be deemed to be irregular and insufficient. The person authorized to issue educational certificates, or teachers acting under his authority, may, however, excuse justifiable absence. Whoever employs a child in violation of the provisions of this section shall forfeit not more than one hundred dollars for each offense, to the use of the evening schools of such city or town. A parent, guardian or custodian who permits a child to be employed in violation of the provisions of this section shall forfeit not more than twenty dollars, to the use of the evening schools of such city or town.

3. State Legislation — Flag

Revised Laws Relating to Public Instruction.. Page 34, *Chapter* 42, *Section* 50. *"Display of the United States Flag on Schoolhouses."*

Section 50. The school committee of every city and town shall provide for each schoolhouse in which a public school is maintained and which is not otherwise supplied, a United States flag of silk or bunting not less than four feet in length, and suitable apparatus whereby the flag shall be displayed on the schoolhouse building or grounds every school day when the weather permits, and on the inside of the schoolhouse on other school days. Failure to observe this law for a period of five consecutive days upon the part of the master or principal in charge of the school at the time, shall be punished by a fine of not more than five dollars for each period of five days of such negligence, unless such failure is caused by the school committee in not providing the said master or principal with a flag, in which case the said penalty shall be imposed on those directly responsible for the failure so to supply the said master or principal. Said penalty shall be imposed by any court of competent jurisdiction within the commonwealth.

4. State Legislation — English Language

Revised Laws Relating to Public Instruction. Page 41. *Chapter* 44, *Section* 1, *last sentence.*

School committees shall approve a private school only when the instruction in all the studies required by law is in the English language, and when they are satisfied that such instruction equals

in thoroughness and efficiency, and in the progress made therein, the instruction in the public schools in the same city or town; but they shall not refuse to approve a private school on account of the religious teaching therein.

5. Citizenship Training Through Public Schools

Revised Laws Relating to Public Instruction. Page 20. *Chapter* 42, *Section* 12. *"Evening High Schools."*

EVENING HIGH SCHOOLS

Section 12. Every city of fifty thousand or more inhabitants shall maintain annually an evening high school, in which shall be taught such subjects as the school committee thereof consider expedient, if fifty or more residents, fourteen years of age or over, who are competent in the opinion of the school committee to pursue high school studies, shall petition in writing for an evening high school and certify that they desire to attend such school.

Section 13. The school committee shall, two weeks next before the opening of each term of the evening schools, post in three or more public places of their city or town notice of the location of said schools, the date of the beginning of the term, the evenings of the week on which they shall be kept, such regulations as to attendance as they deem proper, and the provisions of section thirty-five of chapter one hundred and six.

6. Citizenship Training Through Public Library

Revised Laws Relating to Public Instruction. Chapter 668, *Acts of* 1913. *"Appointment by the Board of Free Public Library Commissioners of a Director of Educational Work for Aliens, Authorized."*

The board of free public library commissioners may, with the consent of the governor and council, appoint an agent or secretary to direct educational work for the benefit of the alien population of the commonwealth, at a salary of such amount, not exceeding two thousand dollars, as the governor and council may approve. The said agent may at any time be removed from office by a majority vote of the board. In case of a vacancy, temporary substitutes may be engaged on terms and conditions approved by the governor and council.

7. Letter from John J. Mahoney, State Supervisor of Americanization, Boston, December 12, 1919:

"I touch on the particular points in the Americanization problem, as follows:

"(1) Concerning teacher training. I have just completed for the Federal Department of Americanization at Washington a teacher training course for workers in Americanization. This course, I understand, will come from the press within a few weeks. Meantime, I send you the report of the Special Committee on Teacher Training which was appointed at Washington, a committee of which I was chairman.

"(2) I send you enclosed the literature which this Department has issued. You understand that I have been acting as State Supervisor for only three months and I have been too everlastingly busy in the field to put very much time in on propaganda.

"(3) Replying to the question 'What is the most effective agency for Education?' I should say most decidedly that the education of the adult immigrant is a public function and should be carried on under public authority, through the medium of the public schools. This does not mean of course that classes must necessarily meet in public school buildings. Here in Massachusetts, as pointed out in Americanization Letter No. 1, we are trying to stimulate the organization of factory classes but under the direction of public school authorities. I believe this also is your New York scheme.

"(4) Your last question is, 'Should education for adult foreigners be compulsory?' My feeling concerning this is that it would be a mighty good thing for America to wipe out the shame of its past neglect to the foreigner before coming out flatfooted and insisting that the foreigner go to school. Let's get a clean slate ourselves before we resort to coercion.

8. Americanization Letter from Dept. of University Extension

DEPARTMENT OF UNIVERSITY EXTENSION — MASSACHUSETTS BOARD OF EDUCATION

PAYSON SMITH, *Commissioner of Education.*
JAMES A. MOYER, *Director University Extension.*
JOHN J. MAHONEY, *Supervisor of Americanization.*

Americanization Letter No. 1

September 11, 1919.

I. CHAPTER 295, ACTS OF 1919

AN ACT TO PROMOTE AMERICANIZATION THROUGH THE EDUCATION OF ADULT PERSONS UNABLE TO USE THE ENGLISH LANGUAGE.

Whereas, The deferred operation of this act would tend to defeat its purpose by making it impossible to put its provisions in force at the beginning of the next school year; therefore, it is hereby declared to be an emergency law, necessary for the immediate preservation of the public convenience.

Be it enacted, etc., as follows:

Section 1. The board of education, hereinafter called the board, acting through the department of university extension, established by chapter two hundred and ninety-four of the General Acts of nineteen hundred and fifteen, is hereby authorized, with the co-operation of the several cities and towns, to promote and provide for the education of persons over twenty-one years of age, who are unable to speak, read and write the English language, and to provide teachers and supervisors in Americanization work.

Section 2. Any city or town desiring to obtain the benefits of this act may apply therefor to the board, shall conduct the educational work herein provided for in conjunction with the board and shall be entitled to receive from the commonwealth, at the expiration of each school year and on the approval of the board, one-half of the sums expended by it in carrying out the provisions hereof. Teachers and supervisors who are employed by cities and towns for the above purpose shall be chosen and their compensation shall be fixed by the local school committee, subject to the approval of the board.

Section 3. In the schools and classes conducted hereunder, such instruction shall be given in the English language, in the fundamental principles of government, and in other subjects

adapted to fit the scholars for American citizenship, as shall receive the joint approval of the local school committee and of the board. The said schools and classes may be held in public school buildings, in industrial establishments, or in such other places as may be approved by the local school committee and by the board.

Section 4. For the purposes of this act the board may expend during the present fiscal year such sum, not exceeding ten thousand dollars, as may hereafter be appropriated, and thereafter may expend such sums as may annually be appropriated.

Section 5. This act shall take effect upon its passage. (Approved July 10, 1919.)

II. CONDITIONS AND REGULATIONS GOVERNING THE OPERATION OF CLASSES ESTABLISHED UNDER THE ABOVE ACT

(a) Classes may be formed of non-English-speaking adults in the following groups: beginners, intermediates, and advanced —the last named to include candidates for citizenship papers. By the terms of this act classes for illiterate minors may not receive State aid.

(b) Classes may be carried on either in day schools, evening schools, industrial establishments, or in such other places as may be approved by the local school committee and by the State board.

It should be noted that this makes provision for classes in industry taught by teachers furnished by local school authorities, and also for day classes for women meeting at any place, during any time in the day. The establishment of those classes is especially urged.

(c) Teachers in state-aided classes are to be provided by local public school authorities. Tentative approval will be given to teachers as follows:

(1) Day school teachers with experience in teaching adult immigrants.

(2) Day school teachers without such experience, but who have been selected with special reference to their aptitude for this work.

(3) Day school teachers who have attended professional courses in the education of the immigrant.

(4) Persons other than teachers who have had successful experience in teaching immigrant classes.

(5) Persons other than teachers who have attended professional courses in the education of the immigrant.

(d) With reference to the above, it is the intention to ask communities that plan to accept reimbursement to outline as definitely as may be their Americanization plans with especial reference to the personnel of instruction, the type of classes to be operated, and so on. This information will serve as a basis for passing on the question of reimbursement.

(e) If it seems feasible to do so, the State board will attempt to improve the quality of teaching in state-aided classes by offering opportunities for professional betterment through the medium of conferences and short courses on special phases of immigrant instruction. The Board will appreciate suggestions from local school authorities with reference to this service.

(f) Methods of teaching, texts and courses of study are to be passed upon by the State board for approval. The Supervisor of Americanization will be glad to make suggestions as to methods and teaching material. There will of course be no disposition to interfere with any teaching practices that have been satisfactorily developed in any community.

(g) A strong factor in successful work with immigrants is expert supervision. It is recognized that it would be unreasonable to expect this kind of supervision in every locality, large and small. Wherever it is possible, however, local communities should place the supervision of immigrant classes in the hands of a man or woman who is qualified either by special training or by experience to be really helpful to teachers. Not even the good day school teachers can do really good work with the adult immigrant unless there is skillful supervision.

The above regulations are offered in no arbitrary spirit, and certainly no arbitrary spirit will govern their interpretation. It is fully appreciated that nothing approaching the ideal in immigrant education can be attained immediately; but much will be gained even in a short time if we all unite in an endeavor to establish the work of immigrant education on a fine professional basis throughout the state as a whole. The State Board of Education, acting under the provisions of the act quoted above, intends not at all to dictate but merely to assist wherever its assistance can be used.

Signed,

JOHN J. MAHONEY,

Supervisor of Americanization.

9. Report of Committee on Teacher Training in Americanization

I. PREAMBLE

A National Conference on Americanization, meeting at the national capital, May 12 to 15, 1919, makes these recommendations bearing upon the preparation of all public teachers:

The original design in making education a public service supported by taxation of all the people was, and the present purpose should be, that the schools will prepare citizens for a democracy.

This duty should be the pre-eminent, not the secondary or incidental, purpose of all public teaching.

We urge upon all normal schools, colleges, and other agencies concerned with the training of teachers, that courses be given aiming directly at the equipment of all public school teachers, whether of children or of adults, to train citizens in the specific knowledge and duties which lead to realization of the highest Americanism.

For a definite program looking toward the training of Americanization workers, we recommend that attention be given to preparing:

(a) Leaders and organizers.

(b) Teachers of immigrants and of adult illiterates, whether in industry, home, or school.

We recommend that these workers be trained by:

(a) State departments of education.

(b) Local educational authorities.

(c) Universities and colleges.

(d) City and state normal and training schools.

We recommend to educational boards and to patriotic organizations that they investigate and report to the public the progress of the training of teachers of Americanization. We recommend that these organizations take means actively to encourage the preparation of such teachers in institutions and localities heretofore without this service.

II. SUGGESTED FUNCTIONS OF THE SEVERAL TEACHER-TRAINING AGENCIES NAMED ABOVE

A. Colleges and Universities

Colleges and universities should look upon it as their special function to train leaders, organizers and teachers in Americanization activities. Courses adapted to this end should be offered either as part of the year's program, or through the medium of

the summer session. No such course or courses can be considered adequate unless they give first-hand training and experience among immigrants. Colleges and universities should equip themselves to handle this activity in a practical way.

B. City and State Normal Schools and Training Schools

The function of these institutions is undoubtedly the preparation of teachers in the field of Americanization. This should be done primarily as a phase of the regular year's work. But when this is not feasible, these institutions should offer extension courses of the Saturday morning type. Observation and practice should find place in these courses.

C. State Departments of Education

The special function of State Departments of Education as teacher-training agencies lies in the organization of teachers' institutes for the purpose of helping teachers in service. Acting in co-operation with normal schools and with local school authorities, this agency should determine the character of extension courses of various kinds, their length, the requirements for admission, the basis for certifying teachers and so on. It should furnish instructors capable of conducting such courses when called upon to do so. In addition the State Department should give assistance, through its staff of experts, to communities too small to engage expert supervision. And finally the State Department should from time to time investigate and report upon the progress of the training of teachers for Americanization work, and take measures to encourage this preparation in institutions and localities where it is not given.

D. The Federal Bureau of Education

The Federal Bureau should have the obligation of "heading up" teacher-training activities throughout the country. It should be a clearing house from which bulletins should emanate from time to time setting forth the latest and best experiments in teacher training. Two things are of primary importance in solving the problem of Americanization — sane, authoritative leadership, and money, and both should come from federal agencies. The money lacking, the obligation to assume leadership yet remains.

III. OUTLINE OF THE CONTENT OF A COURSE, INTENDED TO COVER AT LEAST THIRTY HOURS OF CLASSROOM WORK AND TWENTY-FOUR HOURS OF OBSERVATION AND PRACTICE

(To be adopted)

PART I

The Scope, the Organization, and the Meaning of the Americanization Movement

(Lectures, Reports, and Discussions)

(a) *The immigrant tide,* 1880–1915.— Significant statistics; causes of the ebb and flow; attempts to handle the problem during this period; the evening schools, their accomplishments and failures; the contributions of various private agencies; the lack of public interest and public support.

(b) *The beginning and development of the Americanization movement.*— The "America First" campaigns in Rochester, Detroit, Cleveland, Boston, and other places; Americanization as affected by the war; the activities of State Councils of National Defense; the formulation of federal, state, and city plans and campaigns; the contributions of semi-public agencies — National Americanization Committee, United States Chamber of Commerce, North American Civic League for Immigrants, Immigrant Aid Society, Y. M. C. A., Y. W. C. A., Inter-racial Council, etc.; an analysis of Americanization legislation operating and pending.

(c) *Fundamental policies and viewpoints.*— The importance of guidance and control by public authorities; the legitimate functions and activities of various non-public agencies; the larger aspects of the Americanization movement; Americanization and the schooling question; the policy of *compulsory* Americanization; the foreign-language question; foreign-language press and school; Americanization and our native-born; "Who is the good citizen?" (see under Part III); the immigrant, an asset or a liability.

(d) *Industrial Americanization.*— The record of what has been accomplished in this field; the plan of industrial Americanization in the general scheme; broader phases of industrial Americanization — accident prevention, health, recreation, etc.

(e) *Americanizing the immigrant woman.*— Home and mothers' classes; the California plan; the activities of women's clubs in this field; the Council of Jewish Women; the International Insti-

tute; the Women's Municipal League (Boston); difficulties encountered, and points of view that should obtain.

(f) *Americanization and the community.*— Americanization through activities of immigrant groups; the community center idea; community singing, pageantry, and public celebrations; Americanization and the housing problem; Americanization and the school nurse; legal aid for the immigrant; Americanization and the public library, etc.

PART II

Immigrant Backgrounds; Racial Characteristics and Contributions
(Lectures, Book Reviews, and Discussions)

(a) Statistics showing the adaptability of the different races to the process of assimilation; immigration illiteracy as a factor.

(b) Americanization as affected by political and economic conditions in the home country; the importance of a knowledge of the immigrant's point of view; the approach to the immigrant; racial ideals and heritages; how dealt with; the question of naturalization.

(c) Book reviews on the literature of this subject.

PART III

Americanism — What Is It?

(Lectures, Discussions, Book Reviews)

(a) An analysis of American ideals, beliefs, attitudes, and points of view in terms that touch the immigrant's experience; American Democracy — its promise and its perils; the Land of Promise — its lights and shadows; the privileges and opportunities, the duties and obligations of the good citizen; the meaning of "equality;" the need of capable leaders and intelligent followers; the principle of majority rule; the ideal of adherence to lawful authority; the habit of co-operation.

(b) A survey of the literature setting forth the ideals of Americanism.

PART IV

The Immigrant in the School

(Lectures, Conferences, and Practice Teaching)

(a) *Aims, methods, and materials in the teaching of English.*— The place of conversation, reading, and writing; a criticism and evaluation of the several methods now commonly used; prin-

ciples underlying the selection of content, and the adaptation of content to the needs of different types of classes; the strengths and the weaknesses of texts commonly used; the organization of lesson material; special methods in reading, phonics, writing.

(b) *Important teaching principles applied.*— The lesson's length; skill in drill; class-activity vs. teacher-activity; reaching the immigrant's heart; socializing the instruction.

(c) *Organization of classes.*— Bases for classification, by nationality, by sex, etc.; how to get attendance; how to hold it; fruitful publicity; number of sessions; suggested standards of achievement; time schedules.

(d) *Aims, methods, and materials in intermediate and advanced classes.*— Text-books analyzed and criticized; inculcating Americanism through history; civics through participation in school and community activities; Americanism through readings. Lectures and motion pictures; Americanism through geography; the socialized school; the school center; training in citizenship looking toward naturalization.

(e) Who is the good teacher of the adult immigrant?— A standard test based on these factors:

(1) Her personality and spirit.
(2) Her knowledge of Americanism and loyalty to its ideals.
(3) Her special preparation for the task.
(4) Her application of good teaching principles.

ALBERT ERNEST JENKS,
Director, Americanization Training Course, University of Minnesota.

10. Fifteen Points for Workers in Americanization

A SUGGESTIVE PLATFORM OF PRINCIPLES, CONVICTIONS, AND POINTS OF VIEW

(1) Americanization—to give the term its most comprehensive meaning, is the business of making good American citizens, the business of acquainting everyone who inhabits American soil with both physical and spiritual America, to the end that this acquaintance may result in a sturdy loyalty to American institutions and American ideals, and the habit of living the life of the good American citizen. Really to Americanize America, we must reach the native-born and the immigrant, the adult and the child in school; and incidentally, our task of Americanizing the new-

comer will be rendered comparatively easy if we can but succeed first in Americanizing ourselves.

(2) To accomplish the above end, we must come to a new realization of what Americanism really is, of the things that the good citizen believes in, and swears by, and loves. And these things must be analyzed and interpreted in terms that touch the life of the average man. What is democracy? What are our American ideas, ideals, aspirations, principles of government, and abiding beliefs? We must know these. And further, we must find out how to teach them so that this teaching may find expression in right conduct. Here is a task we must face and do, if our American democracy is to endure.

(3) The Americanization of the immigrant has been thought of generally as a matter of schooling alone. It is much more than this. The immigrant is being either Americanized or anarchized by every experience which he undergoes, every condition to which he is subjected. Americanization is in a measure the problem of the school. But it is also a matter of prevention of exploitation, of good housing, of clean milk for babies, of adequate wages, of satisfactory industrial conditions, of the spirit of neighborliness between Americans old and new. Everything that touches the immigrant's life is an instrumentality for his Americanization or the reverse. Hence the need for the entire community through all its organized agencies to take a hand in the induction of our late arrivals into the corporate life of America.

(4) The Americanism to be taught is not a static Americanism, belonging exclusively to the native-born. America and the American spirit are dynamic, ever-changing concepts. It is not solely the Americanism of the Puritan that we would teach. It is that plus the precious contributions that have come, and are coming, and will come to us through the spiritual heritages of the many races that seek our shores. The process of Americanization is a reciprocal one. We give, but we receive as well.

The successful worker in Americanization is the one who approches his task with a healthy feeling of respect for the immigrant, and with some humility of spirit.

(5) Americanism cannot be imposed from without. Americanization is best handled when the immigrant becomes assimilated through his own efforts and through his own lively desire. The community should aim to make American citizenship a goal to be prized, and should facilitate in every possible way the process

of acquiring it. It follows that all schemes for *compulsory* Americanization should be tabooed. It ill becomes the American people, who have long neglected the immigrant, to turn to coercion without first exhausting every encouraging means.

(6) Americanization does not imply that the immigrant must give up his cherished spiritual heritages. His language, his religion, his social customs he may retain, and yet become a good American. Americanization is a giving, not a taking away. The wise worker in Americanization will adhere to the policy, "Hands Off!"

(7) The teaching of a foreign language to school children and the conducting of a foreign language newspaper are matters that should be handled with common sense. The Great War has made a great many people hysterical. The Americanizer, of all people, needs to remain sane.

(8) Blanket statements about the immigrant are unsafe and misleading. There is no immigrant. There are immigrants and immigrants, of every nationality, and of every degree of repute, just as in the case of native-born. Does the immigrant lend himself readily to the Americanization process? Some nationalities do; some are not so receptive. Is the immigrant a menace? There are undesirables among our newcomers, as among our native-born. There are also the chosen from many lands. Individuals differ, and races differ also. The person who would deal with immigrants must know racial backgrounds and characteristics. These differ. There is no magic process that can be applied to all national groups with any assurance of the same result. The approach to any group must be based upon the psychology of the folk, their customs, beliefs, and apperceptive bases. One cannot gain the confidence of and help those whom he does not know, and those in whom he does not believe.

(9) Five things are necessary to make effective the great Americanization movement that is sweeping the country today:

(a) The vital interest and support of the public.

(b) Authoritative leadership.

(c) An intelligent co-ordination of working agencies under public direction.

(d) Good teachers.

(e) Adequate public funds.

The Americanization of the immigrant has failed up to date because we have lacked all of these.

(10) The schooling of the immigrant is a public function, and should be carried on under the direction of public educational authorities whether in evening, neighborhood, or industrial classes. To accomplish this task properly, however, public educational authorities must appreciate that the schooling of the immigrant is no "side show," to be conducted as before the Great War, when anyone could teach, and when almost anyone did. It is a highly specialized piece of work, and must be handled accordingly.

(11) Agencies other than the public schools should be encouraged to participate in the schooling of the immigrant. Industry has an obligation, and classes in industry may well find place. So, too, with home and mothers' classes, whether conducted in a school, the quarters of a semi-public agency, or in the home itself. But in so far as can be brought about, the responsibility for the general policy and the character of the teaching in those classes should be lodged in the public schools.

(12) Co-operating agencies should work with the idea of carrying out those special functions which they are best equipped to handle. Self-advertisement and an unwillingness to co-operate have too often conspired to do more harm than good in Americanization schemes.

(13) The teaching of English is the first step in Americanization. The public must come to realize that this is one of the most difficult pieces of work that any teacher is called upon to do. The public must make it possible to secure for this work teachers who are adequately trained. We have only begun to break ground in this field.

(14) After the teaching of English comes education in citizenship. This is very poorly handled today. If we are going to make good American citizens out of the millions who are with us but not of us, it is high time that the whole machinery designed to bring this to pass be thoroughly inspected and overhauled.

(15) In the final analysis the major part of the burden of Americanizing the immigrant rests on the shoulders of the teacher. Her task is a meaningful one, and she should approach it as one who engages not for hire. She must be an American 100 per cent. pure. She must be sane and sympathetic, and able to see things whole. She must be ready to give and give, and reckon not the return. But the return will come, if she remembers, as she must remember, that she may not give over giving.

JOHN J. MAHONEY,
State Supervisor of Americanization for Massachusetts.

11. Department of University Extension — Massachusetts Board of Education

PAYSON SMITH, *Commissioner of Education.*
JAMES A. MOYER, *Director University Extension.*
JOHN J. MAHONEY, *Supervisor of Americanization.*

October 8, 1919.

TO SUPERINTENDENTS OF SCHOOLS:

This blank form is sent to those school departments that have already accepted officially, through school committee action, the provisions of chapter 295, Acts of 1919, and to all other school departments that may be contemplating such action. It is very important that the Commissioner of Education should be enabled to know as definitely as possible, by October 15th, the estimated cost to the state under this act for the current school year. Because of this you are earnestly requested, if you are planning to accept reimbursement, to return this blank at the earliest possible date. The request is also made that you send to this office the official acceptance by your school committee of the provisions of chapter 295, as soon as favorable action has been taken thereon. This seeming haste is due to the fact that the state law requires that all estimates of expenditures to be presented to the next General Court be in the hands of the auditor by October 15th.

It is fully appreciated that you may not be able at this time to report with assurance either on the scope of your work in immigrant education or on the cost of this work for the year. Your most careful estimate will suffice, inasmuch as it will enable the commissioner to form his estimate as to probable costs. A report on actual expenditures will be called for at a later date.

I shall be very glad indeed to confer with superintendents on any of the items in the blank that may need interpretation. Please read carefully the explanatory notes.

Signed, JOHN J. MAHONEY,
State Supervisor of Americanization.

12. A Preliminary Statement of Plans and Estimated Expenditures for the Education of Adult Immigrants for the School Year Ending June 30, 1919

NOTE.— Before entering this information, please read carefully the conditions and regulations set down in Americanization Letter No. 1.

I. PROFESSIONAL RETURNS

(a) *Supervision (indicate type of supervision):*

(1) By Director of Immigrant Education — full time (or similar title).
(2) By Director of Immigrant Education — part time.
(3) By teachers temporarily released — full time.
(4) By teachers temporarily released — part time.

Notes and explanatory comments:

(b) *The Teaching Staff:*

(1) Number of teachers in Group 1 .....
(2) Number of teachers in Group 2 .....
(3) Number of teachers in Group 3 .....
(4) Number of teachers in Group 4 .....
(5) Number of teachers in Group 5 .....
(6) Number of teachers not in above groups .....

Notes and explanatory comments:

(c) *Types of classes operated:*

(1) Number of evening school classes .....
(2) Number of factory classes .....
(3) Number of day classes for men and women.....
(4) Number of classes for other types.....

Notes and explanatory comments:

(d) *Sessions:*

(1) Number of sessions per week .....
(2) Number of weeks .....
(3) Number of hours per session .....

Notes and explanatory comments:

(e) *Texts and Methods:*

(1) Have teachers either training or experience in the use of the Direct Method? .....
(2) Do they follow a definite syllabus of instruction?....
(3) List texts and teaching materials used in beginners' classes . . ..
(4) List texts and teaching materials used in intermediate classes . . ..
(5) List texts and teaching materials used in advanced classes, including classes for naturalization .....

Notes and explanatory comments:

(f) *Contemplated Expansion of Work (please note any possibilities for future development):*

II. ESTIMATE OF PAYMENTS FOR MAINTENANCE

(a) *Administration and Supervision:*

(1) Salaries of supervisory officers (apportionment) ....
(2) Clerical services .....
(3) Printing, publicity, etc.....
(4) Telephone, traveling expenses, etc.....
Total Administration and Supervision .....

(b) *Instruction:*

(1) Principal's salary (per evening) .....
(2) Number of principals .....
(3) Total for salaries of principals .....
(4) Teacher's salary (per evening) .....
(5) Total for salaries of teachers in approved groups....
(6) Lectures . . ..
(7) Books and apparatus .....
(8) School supplies .....

(c) *Operation of Plant:*

(1) Janitor's services .....
(2) Fuel, light, and power .....

NOTES

(1) Please note that all returns requested refer to the instruction of *adult immigrants only.* The instruction of illiterate minors, so-called, is not state-aided. In working out apportionments of salaries and other items of expense, this limitation must be considered.

(2) As set forth in Americanization Letter No. 1, the groups of teachers tentatively approved are:

(a) Day school teachers with experience in teaching adult immigrants.

(b) Day school teachers without such experience, but who have been selected with special reference to their aptitude for this work.

(c) Day school teachers who have attended professional courses in the education of the immigrant.

(d) Persons other than teachers who have had successful experience in teaching immigrant classes.

(e) Persons other than teachers who have attended professional courses in the education of the immigrant.

(3) In estimating cost of books and teaching materials for beginners' classes, it should be borne in mind that the Board of Education is prepared to furnish teaching material for these classes without expense. These lesson papers are made out for men's classes and women's classes, respectively. Sample sets may be received on application.

13. Citizenship Training Through Non-Sectarian Organizations

Letter from L. H. MURLIN, *President, Boston University,* Boston, November 13, 1919:

"I am fully in sympathy with the purposes of your committee. We should make a strong drive for inculcating in the minds of the children in our public schools the American traditions and be getting in them the American spirit.

"One of our friends has been deeply impressed with the necessity of this and has given us an endowment to establish a Chair of United States Citizenship. In order that you may understand better what he has in mind, I quote from his letter of gift:

> "It is of paramount importance that the heterogenous elements of this United States shall be united into a homogenous whole through an intelligent understanding and appreciation of the rights, duties, inheritances and possibilities of our citizenship. The need for this is by no means confined to the foreign-born, as I believe there is urgent need of the same among our native-born.
>
> "My idea is to develop a body of leaders especially trained in United States citizenship who will go out through this country as educators, statesmen, financiers, business men, etc., to upbuild the foundations and bulwarks of our citizenship intelligently and patriotically, so that the masses of people may come to have a generally disseminated knowledge of the value, importance and distinctiveness of their United States citizenship. The proposed Chair would set in motion an educational force and leadership that would direct and assist in the making of intelligently loyal citizens of all Americans. It would give a solid foundation of intelligent

understanding for the more emotional or passionate loyalty we now see in our fellow citizens. Both qualities are commendable and desirable and I plead and work for not less of either but for more of both these qualities that unite in our best Americans."

14. Citizenship Training Through Industries

FOREWORD

It is now generally recognized that some of the most difficult problems of industrial employment are due directly to misunderstandings arising from the inability of large groups of employees to speak or understand our language.

Managers of industry realize that while this condition exists, the best relations between employers and employees are impossible, and regard it as their duty to take prompt steps, in co-operation with every proper agency, to find and apply the remedy.

Manufacturers are asking, therefore, not "Do we need to do anything?" but "What shall we do and how shall we go about it?"

This handbook is intended as a partial answer. It tells how to organize and conduct English and citizenship classes as the first step in the necessary Americanization work. Other handbooks will follow dealing with special phases of the problem.

Many members of this association are already conducting classes in their plants for their non-English-speaking employees, and the results are most encouraging. Others want to do something, but hesitate, fearing a wrong move.

It is our hope that this booklet may be helpful to such manufacturers; and especially do we hope that it may be helpful to the plant foreman, upon whom the great burden of the alien problem falls, and whose co-operation is absolutely essential to succes in this educational movement.

The Associated Industries maintains an Industrial Service Department, with two secretaries who have had broad experience in Americanization work; and members contemplating such work in their plants are entitled to the advice and assistance of these secretaries, who will visit their plants upon request.

INDUSTRIAL SERVICE COMMITTEE,
MALCOLM B. STONE,
Ludlow Manufacturing Associates, *Chairman*,
EDWARD E. BOHNER,
GEORGE F. QUIMBY.

AMERICANIZATION IN INDUSTRY

QUESTIONS OF POLICY

Any employer planning to create educational facilities for his alien employees should first of all decide upon a definite policy regarding them.

This is a matter of business, a factor in management, and should be dealt with upon that basis.

Unless you *mean business* in your Americanization work, it is better to do nothing. A half-hearted effort is sure to fail.

These questions should be answered:

1. Is there a real need in my plant for classes in English and citizenship? (*If any of your employees are unable to speak English or to read and write it,* there is a need *for Americanization work in your plant.*)

2. Are all of my adult non-English-speaking employees studying English, either in public school classes or through the work of such agencies as the Young Men's Christian Association? And if not, is either or are both of those agencies able effectively to help establish classes in my plant? (*This may be determined both by consultation with officials of those agencies and by observation of work in industry which they may be conducting.*)

3. Shall my employees be compelled to join and attend classes, or shall they be permitted to decide for themselves whether to do so or not? (*This is a most important question of policy.*)

4. Shall classes be held wholly on the time of the company, or wholly on the time of employees, or shall they be held half on the time of the company and half on the time of employees?

5. If classes are held wholly on the time of employees, shall these employees be paid for the time given to class attendance?

Different policies are being tried in Massachusetts plants with varying success. A policy that meets conditions in one plant does not necessarily meet conditions in another. Each concern must determine its own policy to suit its own particular case.

COMPULSION UNDESIRABLE

It is our judgment, however, based upon experience and observation, that *best results obtain where there is no compulsion and where employees attend classes on their own time, without pay,* thus having the utmost liberty and independence in the use of the opportunity given them by their employer.

Compulsion arouses suspicion and is repellent to many alien adults — especially those who have suffered from coercive laws in their native lands.

Americanization effort by employers is not a subterfuge for exploitation, and employees should be given no ground for any such suspicion. Its real purpose is to make it easier for the alien to get along, to increase his opportunities for self-improvement, and make it possible for him to understand what it means to be an American citizen.

Then why not create adequate classroom facilities, adapted to the needs of immigrants, near their work and conducted at convenient hours by earnest teachers? Why not make the instruction attractive, so that it will appeal to those needing a knowledge of our language who could never be forced to learn?

We believe this method has in it the right challenge for those who have the right spirit to become truly good Americans.

The end sought is not simply a knowledge of English, but understanding, loyalty, and good-will. English is a means — a necessary means — to that end. But let us be sure that in seeking the means we do not sacrifice the end, as we might by teaching aliens the rudiments of English under conditions which might be misunderstood by them and cause ill-will both for employer and America.

A Paternalistic Method

It is our belief, also, that the system of paying employees to attend classes is economically unsound, paternalistic, and entirely unnecessary. It hides the patriotic motive, and eliminates the spirit of independence which is so essential if the best results are to be attained.

If the monetary appeal is the only effective way to secure class attendance, then you may rest assured that there is something radically wrong with the teacher or the facilities.

Supervision and Co-operation

In plants where Employment, Service, or Educational departments exist, the direction of Americanization activities would naturally be assigned to one of them.

Where no such departments exist, the matter of direction and supervision is not so simple; but in either case, some one executive should be chosen to be the responsible head of Americanization effort in the plant.

This executive should be a person of vision, possessing natural qualities of leadership. He should be a firm believer in Americanization, have no race or creed antagonisms, and show tact and sympathetic understanding in his dealing with foreign-speaking workers. In short, he should be the kind of leader the foreign-speaking people would trust.

Rare as these qualifications may appear, a man possessing them can be found in any industry to act as plant superintendent of Americanization.

Duties of Americanization Superintendent

The Americanization Superintendent should study Americanization work being done in other plants and report to the management — thus helping to answer the questions of policy and suggesting a definite plan of action.

He should learn the attitude of local public school officials, and determine by investigation how much special adult educational work is in progress and planned. Are the teachers well trained for this special kind of teaching? Are adults kept in classes by themselves? What average attendance is maintained? What is the total enrollment in adult classes? The answers to these questions will help the Americanization Superintendent to determine how much direct co-operation it is wise for the industry to ask and expect from the public schools.

A similar inquiry should be made as to the Americanization work of private agencies, such as the Y. M. C. A. If the local Y. M. C. A. has an experienced and tactful Industrial Secretary it is probable that much effective co-operation can be secured from this source.

Inasmuch as industry is interested in Americanization, not from a selfish standpoint, but because it is one community force which can help most effectively, wisdom dictates that the program of industry be linked with other community efforts wherever such an arrangement is likely to produce better results.

The Foreman the Vital Factor

In every industrial plant the foreman is the key to any successful Americanization effort. He is the vital factor, a fact which should never be lost sight of. In some plants the demand for Americanization work has originated with the foreman; but in

any case, the Americanization Superintendent should enlist from the start the active interest of the plant foreman and subforeman.

The foremen are the real employers of the rank and file of the workers. They are the direct point of contact between workers and management. Indeed, to large groups of employees, the foremen represent not only the industry, but America.

No group in industry can appreciate the value of Americanization work better than the foremen. Their problems of supervision, direction, and leadership of the workers are intensified by the diversity of races and tongues.

They know the endless troubles arising from inability of workers to understand orders or read signs of warning. They know that misunderstandings are harder to iron out if the ironing process must be done through interpreters. They know that workers often leave their jobs for some imagined grievance, when they might be induced to remain if matters could be talked over in English.

It is, therefore, of the utmost importance that all plans for industrial Americanization be discussed with foremen, so that their advice and active assistance may be secured.

GETTING FOREMEN INTERESTED

As a preliminary step, the Americanization Superintendent should arrange a meeting of foremen and subforemen, at which a practical speaker would explain the national and local need of Americanization and the assistance industry can render in the work.

This speaker should also make clear the relation of Americanization to the foreman's job as an executive in handling men, in stimulating loyalty to employer and maintaining a high standard of production; for in the last analysis, the beneficial effect on production over long periods is the business justification of any educational work conducted by industry.

(*Speakers for such foremen's meetings may be secured through the Industrial Service Department of the Associated Industries of Massachusetts.*)

A HELP TO THE FOREMAN

Americanization work has its compensations for the foremen as well as for all others concerned. It gives them a new kind of contact with their workers which is very beneficial.

Foremen who are teaching classes tell us they learn as much as they teach. In the classroom, as friends, foremen and workers come to know and understand one another better, and, therefore, get along with less friction when the relation of employer and employee is resumed.

In some plants all Americanization work is conducted by a committee of foremen, chosen at a foremen's meeting. The chairman of this committee becomes the plant Superintendent of Americanization.

Do not forget your foremen in connection with this work. Its success will depend in large measure upon their good-will and co-operation.

The foremen will help if they understand the purposes and possibilities of industrial Americanization, and your policy regarding it. They have demonstrated this in many plants where classes are now conducted.

EMPLOYEES' AMERICANIZATION COMMITTEES

It may be found wise to develop an interest in your Americanization work through a committee picked from genuine leaders of different races represented among your employees.

This is a matter to be determined by your plant Superintendent of Americanization.

One large Massachusetts concern, which has a successful school, developed the whole project through such a committee, composed of a Frenchman, an Albanian, a Greek, an Italian, and a Pole.

This race group was originally picked as the Flag Day Committee, and its successful work in this connection led to its continuance as an Americanization committee.

It is always desirable to have the program and aims of your Americanization activities understood by every one in the plant. To this end, invite suggestions from employees and enlist as many as possible in the work.

RECRUITING CLASSES

There are many effective ways to recruit classes, but the foreman is the best recruiting agent. Often he may enlist the assistance of foreign-born leaders of racial groups in the plant.

These leaders can help to arouse an interest among their compatriots who need to learn English and become citizens. They

can, by arrangement with the Americanization Superintendent, bring recruits to an appointed place at specified times for registration.

It is necessary, of course, to give the prospective student a full and frank explanation offered for learning English.

It is also necessary, if he is to receive the greatest help, to know certain facts about him. This information should be secured in a tactful, informal way, which will win his interest and confidence.

It is desirable to know these facts as a minimum:

Name ..... Date .....
Home address..... Nationality.....
Age..... Sex..... Single..... Married.....
Widower ..... Number in family.....
Employed ..... Department.....
Occupation ..... Foreman.....
Arrived in U. S. A.....Date of first papers.....
Arrived in Massachusetts..... Date of final papers.....
English: Speak..... Read..... Write..... School?.....
Other languages .....Citizenship class?.....
Remarks .....

In recruiting classes, some large industries have made effective use of posters and handbills, printed in foreign tongues and properly displayed and distributed.

In small communities, where the town is largely built up around two or three industries, and there is a consequent close interplay between industrial and community activities, the active co-operation of clergymen, school principals, and other racial, religious, and educational leaders can easily be secured in recruiting classes for industrial Americanization.

(*The Associated Industries of Massachusetts is prepared to aid manufacturers to secure approved speakers for meetings of racial groups.*)

CHOICE OF TEACHERS

Teachers for industrial Americanization are drawn mainly from three classes:

(1) Industrial executives.
(2) Public school teachers.
(3) Social workers recruited and trained by special agencies.

PLANT TEACHERS

In Massachusetts industries where classes are being held most successfully, the teachers are plant executives, foremen, and office employees.

It is a fortunate situation where an industry can recruit its teaching staff in this way; for not only do such teachers have a genuine interest in the success of the work from a plant standpoint, but they appreciate the difficulties faced by the non-English-speaking employees and are ambitious and able to promote the spirit of good-will toward industry and the community which results from acquaintance ripening into friendship and mutual understanding.

Of course, these teachers must be trained in successful methods of teaching English to adults, and this phase of the work is discussed in another chapter.

PUBLIC SCHOOL TEACHER

Through the University Extension Department of the Massachusetts Board of Education, a considerable group of school teachers have received instruction in modern methods of teaching languages to adults; and if it seems impossible or inadvisable to develop plant teachers, it may be possible to secure a staff from this public school source.

In that case, it will be necessary for the plant Americanization Superintendent to select from such teachers those possessing the necessary strength and enthusiasm to handle successfully a class of adults after having taught a day's schedule in the public school.

He must also determine whether a teacher's aptitudes and personality are right for the teaching of industrial employees of diverse races.

The employment of teachers from outside sources does not shift responsibility for supervision and direction. It still remains with the plant authorities. This is too often forgotten. The way of least resistance is, of course, to leave everything to the teacher; but it is a way that is unfair to teacher and pupils and one that will not be followed if you want your classes to succeed.

In some cases the teachers are paid for this special work by the public school authorities. In other cases the plant pays. This is a matter to be settled between the school authorities and the plant management.

SOCIAL SERVICE TEACHERS

When the available supply of teachers from the first two sources, plant executives and public school teachers, is not sufficient, it is sometimes possible to secure teachers through some social service agency.

Teachers secured in this manner must be held upon some satisfactory basis of remuneration. Volunteer service, depending entirely upon patriotic or social service impulses, does not always secure regular performance of duty — a very important consideration.

We do not consider it advisable for any industry to recruit its teaching staff from this third source while a possibility remains of securing teachers from either of the other two sources.

MEN AND WOMEN TEACHERS

If possible, have men teachers for men and women teachers for women in plant classes. The fact remains, however, that success in this as in other kinds of teaching is a matter of ability and personality rather than of sex.

TRAINING TEACHERS

The success of adult classes in English depends in the final analysis upon the teacher. Every industrial Americanization teacher must therefore be thoroughly trained in modern methods of language instruction.

The basic principles can be learned in four or five sessions of an hour each.

The method most successfully used was developed by Dr. Peter Roberts. It is based upon principles discovered by the Frenchman, M. Gouin, and is commonly known as the Roberts' System or the Roberts' Method.

This system is taught in "The Teacher's Manual — English for Coming Americans," by Dr. Roberts. This manual, a copy of which should be owned and studied by every Americanization teacher, may be secured for fifty cents from Association Press, 347 Madison avenue, New York City.

COURSES OF TRAINING

A short course of instruction for prospective teachers can easily be arranged. The Associated Industries of Massachusetts is prepared to secure expert instructors for a group of teachers

in any industry. The Massachusetts Department of University Extension, State House, Boston, and the Industrial Department of the State Committee of the Y. M. C. A., 167 Tremont street, Boston, are also equipped to supply special instructors for a teacher-training class.

The best training course covers these subjects:

Methods of instruction — Roberts' and others.
Demonstration lesson.
Recruiting, grading, and conducting classes.
Racial characteristics.
Process of naturalization and citizenship training.

INSTRUCTION FOR FOREMEN

Americanization work in any industry will benefit if this course of instruction is open to superintendents and foremen who are sufficiently interested, whether they plan to teach a class or not.

It frequently happens that a knowledge of instruction methods used by Americanization teachers is of great help to a foreman in breaking in a new employee on the job. It also enables him to teach a few words of vocational English, thus giving the new employees an incentive to further study which will lead him eventually to the Americanization class.

GRADING CLASSES

Classes should be graded, and it is suggested that the following order be adopted:

(*a*) *Elementary*

1. Illiterates: (a) those who cannot converse in English; (b) those who read and write no language.

2. Literates in their native tongue who speak and understand almost no English. (Some of this group will in a short time be ready for promotion to intermediate classes.)

(*b*) *Intermediate*

1. Literates who have a speaking knowledge of English.

2. Those somewhat advanced in English speaking, reading, and writing.

3. Those promoted from elementary classes.

(c) *Advanced*

1. Literates able to read, write, and speak English quite well and ready to study American history and government in preparation for naturalization and citizenship.

2. Those promoted from intermediate classes. Have separate classes for men and women.

Where the number of elementary classes permits, teaching can be made more effective by separating nationalities or racial types.

Put all nationalities together in the advanced classes to stimulate acquaintance and understanding among them.

Some one experienced in this type of work might be secured to help in grading classes.

The number of pupils in each class should not exceed fifteen. The teacher can maintain better interest when able to give every pupil individual attention at every class session, and this is not possible in classes containing more than fifteen pupils.

TIME OF CLASS SESSIONS

Class sessions may be from forty-five minutes to ninety minutes long, depending upon local factory conditions.

Classes held at the noon hour, or at midnight, usually last from forty-five minutes to one hour.

Classes of one hour's duration are also held successfully at the close of the workday, or just before the night shift starts work.

Evening community classes outside of the plant usually hold one and one-half-hour or two-hour sessions.

Each class should meet for two or three sessions a week.

CLASSROOMS

Classes should be held within the plant if possible, so that pupils may lose no time in reaching them. This assures a regular starting time.

There are three requisites for classrooms: good light, good air (and ventilation), and quiet.

A corner of a storeroom or shipping-room, the restaurant, a seldom used part of the office building, or a corner in some factory room, can quickly and effectively be turned into a satisfactory place for building classes.

PHYSICAL EQUIPMENT FOR CLASSES

The physical equipment for plant classes need not be elaborate or expensive. The pictures on pages 4, 25, 27 and 32 give an idea of the furniture used. In most plants the tables, benches, and even blackboards are constructed at the plant at a small cost.

The necessary articles for each class are:

1. Three tables or desks made in the plant carpenter shop. These should be large enough for five pupils, sitting on one side only, and allowing sufficient elbow-room for writing. The tables shown in the illustration on page 27 have folding legs. These can be knocked down and require little storage space. The desks shown in the illustrations on pages 4, 15 and 23 do not fold, yet they can be piled into a rather small space.
2. Sixteen common chairs, one for each pupil and teacher. Some plants used wooden benches, as shown in illustration on page 27, built to fit the tables.
3. A small table for teacher's use.
4. Portable blackboard. This may be bought or made in the plant.
5. Plenty of chalk and clean erasers.
6. An American flag.
7. (Optional) Map of the United States, if classroom conditions permit. A large wall map can be secured from the United States Department of the Interior, General Land Office, through your Congressman, at no expense.

TEXT-BOOKS AND OTHER CLASS MATERIAL

Class materials are of almost infinite variety. While there has yet been published no text-book which is entirely satisfactory for use in industrial classes, there are many texts which contain good material.

In the absence of a satisfactory text-book, some plant Americanization committee or superintendents are selecting, under the guidance of experienced teachers, the best lessons from several authors and forming a course adapted to their needs.

A complete course should give a vocabulary related to everyday life in the home, at work, and in community activities.

Good elementary lessons to develop a vocabulary in the ordinary activities of daily life may be selected from the following sources:

1. "English for Coming Americans, Domestic Series A"; "English for Coming Americans, Commercial Series C"— ten

lessons (there is a good chart for use with Series A), prepared by Peter Roberts, Ph.D., and published in inexpensive form by the Association Press, 347 Madison avenue, New York City.

2. Course of sixty lessons prepared by the Massachusetts State Board of Education, Department of University Extension.

3. "English for Coming Citizens," by H. H. Goldberger, published by Scribner's, Fifth avenue at 48th street, New York.

VOCATIONAL LESSONS

Lessons are needed to develop an English vocabulary in the daily work-life of pupils. Such vocational lessons should teach pupils the English of their jobs and give them a better idea of the entire process of manufacture in the plant where they are employed.

Safety warnings, for instance, are explained.

Lessons are usually built around a picture which shows an operative at work.

The lessons now available for use in Massachusetts industries are:

1. "Lessons in Cotton-Mill English" (the processes up to weaving — ten lessons), by G. F. Quimby, published by the Fall River Immigrant Committee, 45 Buffington Building, Fall River, Mass.

2. "The Shoe City Reader" (on shoemaking), by Guy D. Gold, published by the Industrial Department, Y. M. C. A., Brockton, Mass.

3. "English Lessons in Leather-Making," published by the Associated Industries of Massachusetts.

(*It is the purpose of the Industrial Service Department of the Associated Industries to prepare and publish lessons in vocational English for the main types of industry represented in Massachusetts, and the Department will be pleased to assist any concern in the development of such material for its classes.*)

A ruled composition book (sewed) should be furnished to each pupil. These books should be large enough so that each lesson sheet may be pasted between the pages as models for home-work writing.

As ink is frequently used, the composition books should be of paper of proper quality.

CLASS RECORDS AND FOLLOW-UP

Every teacher should be supplied with a class attendance book and required to keep an accurate record.

After each class session, the plant Americanization Superintendent should receive immediately a card report listing the absentees.

Some one should be assigned to find out why pupils are absent, with the purpose of correcting difficulties and holding the pupils to regular attendance.

WHERE CLASS WORK SHOULD LEAD

An alert teacher will find many opportunities to vary class work in ways that will maintain interest and give the pupils a chance to use their newly acquired knowledge.

One object of industrial Americanization effort is to help non-English-speaking employees reach a place where they can, if they desire, take part in more of the employee activities of the plant in which they work.

The meaning and purpose of employees' clubs, benefit associations, etc., and of accident and disease prevention and other functions of service work in the plant, will be better understood and appreciated by aliens as their knowledge of our language increases.

All this tends to make the immigrant feel at home in his employment and in the community; and after all, the chief end of Americanization work, whether carried on by industry or by the community, is to help the alien to understand our institutions and to become a loyal, 100 per cent. American citizen.

While the immediate purpose of industrial classes in English is to teach aliens the rudiments of our language, so that they can use it to advantage at last in their employment, the teacher of such classes has an excellent opportunity to make them understand the broader aspect of the matter — the use of English as a necessary means of becoming American citizens.

To this end the necessary steps in naturalization should be explained and the actual filing of applications facilitated by the teacher. The pupil should be so instructed that he will want to become an American citizen and then helped in the process. This phase of industrial Americanization is one that deserves the most earnest consideration.

CHARLES M. SCHWAB says:

"There can be no doubt of the value that will accrue to our industries and to our nation through the Americanization of foreign-born workmen.

"Our failure to teach employees to speak the English language leaves a door open to many evils.

"This is particularly true now, when many sorts of destructive propaganda are being circulated.

"It has been proved repeatedly that the Americanization of workmen has a stabilizing effect.

"It shows quick results in the reduction of labor turnover and tends to create a spirit of co-operation among the workmen which is impossible when they do not speak the same language."

15. Citizenship Training Through Non-Sectarian Organizations

Letter from L. H. FROST, *Industrial Secretary, Young Men's Christian Association,* New Bedford, *November* 7, 1919:

"We organized thirty-two classes in the industries last season, all of which are supposedly to continue during this winter, the resumption of class sessions dependent upon weather and local mill conditions. In each case, there was a room provided, within the plant buildings, equipped in accord with our recommendations (simple classroom requirements) and in practically every case teachers were recruited from the industrial personnel — overseers, office men, or the like. These men were trained by means of a teacher-training lecture course held in the auditorium of the New Bedford Textile School, lectures being given by experts from various parts of the state who had had extensive experience in teaching adult foreigners by the direct method.

"These classes are in all cases arranged to meet after the close of the day's work in the afternoon or during the lunch hour at midnight in one or two plants where night work is continuous. None of these students are paid for the time they put into class work, and none of the teachers are paid except by means of a small financial remuneration presented by this Department as a recognition of merit after a series of class sessions have been completed under certain conditions. There were a little under 500 students in these

classes during last season, practically all Portuguese. There is no attempt at compulsion in attendance and there have been no special inducements offered to the alien availing himself of these opportunities. We do hope, however, to eventually arrange for special incentive, both for the teacher and the pupil."

16. Recommendations

Letter from CHARLES H. PAULL, Division of Education, Bureau of Vocational Guidance, Harvard University, Cambridge:

"(1) Requirements for Teachers of Adults. Teachers of adults should possess qualifications which can be grouped under special training and special traits of character. A teacher for adults requires special training for this particular work regardless of whether he may have had previous experience in other lines of teaching. Previous experience is frequently valuable. Besides the necessary background of preparation, the individual should have personal traits which would make him an understanding and appreciative leader of his class. Where it is possible, a community should establish minimum requirements as to training and experience before granting permanent certificates for teaching adults. For a permanent certificate it would seem to me that a teacher ought to have had at least one season's successful teaching of adult classes plus some study of psychology and the learning process. To this should be added a minimum of special training of not less than two or three weeks.

"(2) Preparation of Teachers of Adult Classes at Harvard University. During the past summer Mr. John Mahoney, now State Director of Americanization, conducted a course of six weeks for teachers and directors of Americanization activities. Besides this the Bureau of Vocational Guidance has been co-operating with other educational agencies in the state in the establishment and development of English classes.

"(3) Compensation for Teachers. Teachers should at least be paid the same rate for adult classes as they would receive if they taught in the public school system of the community. It is highly desirable that a somewhat better wage be paid for teaching adult classes. Probably from two to three dollars an hour of actual teaching is a fair estimate of what should be paid at the present time. In setting the

wage it should be understood that the successful teacher will spend as much time in preparing a lesson as he will in presenting it.

"(4) The Scope of Educational Work for Adult Foreigners. It is difficult to establish a limit on the work which should be done for adult foreigners inasmuch as this limit ought to be determined by the individual's capacity. It seems to me, however, that a minimum ought to include the successful teaching of a basic social and vocational vocabulary and at least a minimum of classroom work in history, civics, etc.

"(5) Who should Conduct the Work of Adult Foreign Education. Assuming education to be a public function, adult foreign schooling should be under the auspices and supervision of the properly constituted public educational agencies. These agencies, however, should appreciate the value of co-operation which may be furnished them by such institutions as existing interested societies, religious bodies, industries, and so forth.

"(6) Shall the Education of the Adult Foreigner be Compulsory. At the present time it is hardly safe to recommend a wholesale compulsory system of adult education for foreigners. And in some phases of Americanization work, at least, such a scheme would be inadvisable at any time. It would seem to me that the most desirable activity for educational agencies would be to develop the work along lines of making schooling more available, improving the quality of teaching, and gaining the co-operation of larger numbers of people both within and without the foreign group.

"I do not feet at all satisfied with the suggestions which I have made above because, in the first place, I have no assurance that they meet the situation which the writer of the letter to President Lowell has in mind and, in the second place, it is impossible to do justice to any one of the topics suggested in so short a space."

CHAPTER XX

Michigan

THOMAS E. JOHNSON, *Superintendent, Department of Public Instruction,* Lansing. Letter, October 27, 1919. Bulletin, "General School Laws, State of Michigan, Revision of 1917."

1. State Legislation — Compulsion for Minors and for Minors of Employment Age

General School Laws.

5979. Section 1. Every parent, guardian or other person in the State of Michigan, having control and charge of any child between the ages of seven and sixteen years, shall be required to send such child to the public schools during the entire school year, and such attendance shall be continuous and consecutive for the school year fixed by the district in which such parent, guardian or other person in parental relation may reside: Provided, That in the following cases children shall not be required to attend the public schools: Compulsory school attendance.

(a) Any child who is attending regularly and is being taught in a private or parochial school such branches as are usually taught in the public schools to children of corresponding age, or who, upon the completion of the work in such schools, shall present satisfactory evidence to the county commissioner of schools, and in appropriate cases, to the superintendent of schools that he has completed sufficient work to entitle him to an eighth grade diploma; Proviso, exceptions

(b) Any child who has received an eighth grade diploma from the public schools;

(c) Any child who is physically unable to attend school. It the truant officer is notified of the non-attendance of any child at school, and he shall find the one in parental control claiming that such child is physically unable to attend school, the truant officer may secure a written statement of a competent physician, certifying that such a child is physically unable to attend school;

(d) Children over fourteen years of age who have completed the work of the sixth grade whose services are essential to the support of their parents may be excused by the county commissioner of schools or city superintendent of schools from attendance at school, on the recommendation of the board of education of the district in which such children reside and said board shall certify to the officers herein mentioned the facts in all such cases: Provided, Nothing in this act or any other act shall prevent children fourteen years of age or over from procuring a permit to work outside of school hours, during the school year;

Proviso.

(e) Children under nine years of age, whose parents do not reside within two and one-half miles, by the nearest traveled road, of some public school: Provided, That if transportation is furnished for pupils in said district, this exemption shall not apply;

Proviso.

(f) Any child twelve to fourteen years of age while in attendance at confirmation classes conducted for a period of not to exceed five months in either of said years: Provided, however, That any child claiming exemption from attending school under subdivisions (a) or (b) hereof, shall secure such permit as may be required under the statutes of Michigan covering the employment of minors, and shall be regularly employed at some lawful work if physically able to do so, or any child who has completed the work of the eighth grade who wishes to assist with the housework or farm work at home may be granted an excuse for such work. Such child must present to the officer who issued the excuse satisfactory evidence each month that he or she is actually assisting with said housework or farm work.

Proviso.

2. State Legislation — Patriotic Measures

General School Laws.

Requirement for eighth grade diploma.

5824. Section 2. Hereafter in all examinations for eighth grade diplomas, all applicants shall be required as a part of said examination to write from memory the first verse of the "Star Spangled Banner" and the words of "America."

3. State Legislation — Flags

General School Laws.

5811. Section 1. That the board of education or the board of school trustees in the several cities, townships, villages and school districts of this state shall purchase a United States flag of a size not less than four feet two inches by eight feet and made of good flag bunting "A," flagstaff and the necessary appliances therefor and shall display said flag upon, near, or in a conspicuous place within, the public school building during school hours and at such other times as to the said board may seem proper; and that the necessary funds to defray the expenses to be incurred herein shall be assessed and collected in the same manner as moneys for public school purposes are collected by law. And the penalties for neglect of duty provided in section two, chapter thirteen of the general school laws, shall apply to any school officer refusing to comply with the provisions of this act.

Flags and appliances to be purchased.

Time for displaying.

Expense to be defrayed from school moneys.

Penalty.

4. State Legislation — English Language

General School Laws. Constitutional Provisions. Article XI.

Section 9. The legislature shall continue a system of primary schools, whereby every school district in the state shall provide for the education of its pupils without charge for tuition; and all instruction in such schools shall be conducted in the English language.

5. Letter from Thomas E. Johnson, Superintendent, Department of Public Instruction, Lansing, October 27, 1919:

"Americanization is being conducted in Michigan in two ways:

"(1) In the larger cities they are run on a program co-operating with the Federal Bureau.

"(2) In the rural communities where we have a large number of foreigners we are operating independently but along the line suggested by the Federal Bureau."

6. The Working Plan of the Detroit Campaign

(From Immigrant Education Leaflet No. 2, published by the Commission of Immigration and Housing of California:)

The city of Detroit had a sudden civic awakening when it found that its population had increased, through stimulating its industries, from 400,000 in 1910 to 700,000 in 1915; that 75 per cent. of the total population was foreign-born or of foreign parentage and was largely foreign-speaking.

The Board of Education called the Board of Commerce and the Employers' Association into conference. These bodies decided to make Detroit an English-speaking city within two years.

They doubled the appropriations for evening schools and initiated a month's campaign to flood the night schools opening September 13th.

They secured the co-operation of every possible civic and social agency in the city.

They printed a leaflet entitled "Do your father and mother speak English? Take this card home; it will tell them where to go to learn." Inside was a list of night schools.

These were sent out by all children of foreign parentage, from schools, playgrounds, libraries and clinics.

Visiting nurses and social workers distributed them.

They were put in pay envelopes for four weeks. With the pay checks for mothers' pensions and through probation officers.

Foreign newspapers printed lists and directions.

The clergy of the city gave notices in church and used their personal influence.

The Women's Club gave much time to securing co-operation and to educating the community to the necessity.

Moving pictures kept "America First" films going.

The employers, generally, gave out the statement: "We will make it imperative for our men to attend night school."

On September 8th employers called their forces together and urged the early learning of English. These were the methods used:

1. *A Preferential Policy.*— Men were assembled and told that from this time on men that were going to night school and trying to learn English would be preferred — the first to be promoted, the last to be laid off, the first to be taken back.

2. *Compulsion.*— Several companies made night school attendance for the non-English speaking a condition of employment. The Northway Company established a factory school also and then put up to its men a three-fold proposition: (1) To attend night school; (2) to attend the factory school; (3) to be laid off.

3. *Popularizing the Idea.*— The Cadillac Company, for instance, worked out a definite program to interest the leaders of the men, and let them do the rest.

4. *A Bonus System.*— The Solway Company, for instance, proposed a 2-cent-an-hour increase for all non-English-speaking men that would attend night school.

The result of this effort was that when the schools opened the attendance was 7,000, an increase of 153 per cent.

A larger employer expressed interest but said that the nature of his work required long shifts and that it would be impossible to meet the evening school hours. A conference was called and within half an hour the superintendent of the Detroit schools had agreed to furnish ten public school teachers for the 800 men in the plant, in the factory, possible with half the time taken off the men's regular shift.

Effort and co-operation is unabated and public opinion will sustain whatever expenditures may be necessary to make Detroit an English-speaking city in two years.

In this and in many other respects night school work for the immigrant working man and woman becomes absolutely dependent upon a systematized co-operation between the educational authorities, industries and various social agencies.

7. Citizenship Training Through Industries

Letter from F. E. SEARLE, *Superintendent Ford Schools,* Ford Motor Company, Detroit, January 30, 1920:

> "In 1914 about 50 per cent. of the employees of this company could not speak English. Classes were organized for these men who came on their own time twice each week and were taught in groups of thirty or forty by volunteer teachers to read and write English. The course as outlined required thirty-six weeks. While we have no accurate data for the number now in our employ who do not speak English it is between 5 and 10 per cent.
>
> "At present we have more teachers employed for that work and fewer volunteers. The men come to class at two o'clock if

they go to work at four, or at four if their shop work ends at 3:30.

"Attendance is compulsory to this extent: that if a man refuses to attend he is taken from his job for one-half the lesson time and given no pay for the lost time."

Letter from WILLIAM E. WARNER, *Chairman*, "Americans First." Packard Motor Car Company, Detroit.

"This company is referring all of its employees who need instruction for their final papers in citizenship to the evening classes held for such purposes in the thirteen city high schools as the more practical way to handle them.

"Of our normally 12,000 employees there are approximately 1,750 who have received their first papers and are being assisted to obtain their final certificates.

"By reason of the policy of this company that all employees must become citizens as soon as practicable we now have less than a dozen who have resisted obtaining first papers and all newly employed are required to present such first papers as a condition to employment.

"In cities or localities where evening public classes are not available it would probably be necessary to hold classes in the plant in order to carry out such a policy, but with the well-established classes in the public schools they can be cared for with less loss of time to themselves, without interfering with production or wages, in such schools.

"We are in hearty accord with the government in requiring an applicant for final papers to be able to read, write and speak English and know more or less about the government of our country and its history, and would favor further requirements for deportation for disobedience to such or for any exhibition of vicious or disloyal tendencies.

"We have many nationalities represented among our employees, by whom some thirty-five different languages or dialects are spoken, but it is our policy to permit no official communication or order to be sent into or throughout the plant in any other than the English language; but it is considered the function of the state or government to furnish the facilities to prepare an alien for citizenship. Under the system which we have adopted, we direct the employees to the school nearest his home, giving him a form letter to the instructor for enrollment, etc.

"Blanks are furnished to the school for reports as to attendance and progress.

"If such weekly reports show that our employee is not attending regularly we have a follow-up system by which he is called to our office for further directions, etc., and he is urged to persist, until fitted for the final examination by the court.

"Owing to the many applicants for first papers and the lack of facilities of the courts under existing laws to handle them, we took it upon ourselves to secure blank duplicates and triplicates of such first papers and prepare them for our applicants, to facilitate the matter and save the loss of time of our men of the several days required at the courts. By this method we were able, by an arrangement with the clerk of the court, to get such papers issued to groups of fifty or so, in less than one hour.

"This entailed some considerable expense to this company for clerical work, etc., and was work which the state or government ought to have provided for.

"These laws should be made more plastic to provide for such conditions. We enclose a set of the literature in use by us for these purposes for such information as you may be able to get from them and will be pleased to give any further information which may be definitely requested."

AMERICANS FIRST

On January 31, 1916, the Packard Motor Car Company made this announcement of a new and important policy to all its employees:

"From and after this date promotions to positions of importance in the organization of this company will be given only to those who are native-born or naturalized citizens of the United States, or to those of foreign birth who have relinquished their foreign citizenship, and who have filed with our government their first papers applying for citizenship, which application must be diligently followed to completion.

"Employees of foreign birth who retain their foreign citizenship will not be discriminated against in their present positions or work, but they will not be promoted to positions of responsibility and trust.

" *Effective January 31, 1919, the following addition to this policy is announced:*

" *Every new employee must be a citizen of the United States, or must have filed, or be ready to file, the official Declaration of Intention to become a citizen. To retain his position, he must become naturalized just as soon as he possibly can.*

"A pre-requisite to employment by this company must be loyalty to our government and our flag, in addition to loyalty to the company itself.

" The factory management is authorized to make this order effective immediately.

" PACKARD MOTOR CAR COMPANY,
" By ALVAN MACAULEY,
" *President and General Manager.*"

AMERICANS FIRST

"*To the Alien Employees of the Packard Motor Car Company.*

" To become an American citizen you must be able to read, write and speak English and know something about the laws and government of the United States and the state and city in which you live; but you can begin by signing your first papers as soon as you arrive in this country if you are eighteen or more years old without knowing how to speak English.

" To get your citizenship papers:

" YOUR FIRST PAPER, OR DECLARATION OF INTENTION

" 1st. Go to the County Clerk's office in the County Building or to the United States District Court office in the post office down town and sign your first paper called ' Declaration of Intention,' give it to the clerk and pay him $1.

" 2d. After that is done you will have to wait two years at least before you sign your second papers, but you must have lived in the United States five years and in Michigan one year before signing your second papers.

" If you have filed your first papers and it was more than seven years ago, they have been outlawed and are no good and you must begin over again.

" Before you go to sign your second papers you must learn to speak, read and write English and learn about the Constitution of

the United States; the three main divisions of the Federal Government and their duties; how the laws are made and the officials elected or chosen; who may be officials; who rules this country; and the main things about the government of the state, county, and city in which you live.

"YOUR CERTIFICATE OF ARRIVAL

"3d. When the times given above have gone by you must go again to the clerk's office where you signed your first papers and tell him that you want to sign your second paper, which is called the 'Petition for Naturalization.'

"If you came to the United States *after* June 29, 1906, the clerk will give you a paper to sign which is an application for a 'Certificate of Arrival' and he will also give you some papers for you to mail to the Commissioner of Naturalization, Department of Labor, Washington, D. C., and you will have to wait until the clerk sends you a letter or notice that the 'Certificate of Arrival' has been received by him.

"But if you came to the United States *before* June 27, 1906, you will not have to send for that certificate.

"YOUR SECOND PAPER, OR PETITION FOR NATURALIZATION

"When you go to sign your second papers, called 'Petition for Naturalization,' you must pay the clerk $4 and you will take two witnesses with you who must tell the clerk when and where they first met you, that they have known you for five years and that you are of good moral character and will make a good citizen, etc.

"After that the clerk will send you another notice to come to his office, with your two witnesses, on some day which he will state, for your first examination, or preliminary hearing as it is called. This will be within ninety days after you signed your petition or second paper, and on this first examination you must answer the questions about the things you have learned and prove that you are worthy to become a citizen of the United States of America.

"4th. Then you must go again to the same office when you receive another letter or notice from the clerk, notifying you to be there on a Friday after the last Thursday of the month.

"YOUR FINAL EXAMINATION IN COURT

"At this time you must go into the court before the judge with your two witnesses and be questioned by the judge on the same matters as before. This will be your final examination, and if the

judge is satisfied with your answers and that you can read and write English you will take the Oath of Allegiance and be given your final paper, which is called your Certificate of Naturalization.

"YOU ARE AN AMERICAN CITIZEN

"This certificate will make you, your wife and children, who are under twenty-one years of age, citizens of the United States of America.

"The Employees' Welfare Service Department will arrange to pay back to you the court fees which you have paid, if you are then an employee of the Packard Motor Car Company, and will bring your papers to this office.

"PACKARD MOTOR CAR COMPANY,
"EMPLOYEES' WELFARE SERVICE DEPARTMENT,
"W. E. WARNER,
"Chairman 'Americans First'."

"To Packard Motor Car Company Employees:

"You have filed your first papers to become an American citizen, and you may be able to say a few words in English, but not enough to understand all that is said to you.

"Before the court will grant you your final papers you must be able to read and write English, know what is said to you in English, and answer in English the questions asked you.

"The Packard Motor Car Company also wants you to be able to read English so that you may read and understand the danger signs and all the notices which are put up about the factory, as these notices are for your benefit.

"Unless you can read these danger signs you are more apt to get hurt than a man who can read them.

"Unless you can read the notices some one will have to tell them to you and that takes too much of your time from your work.

"Unless you can understand what is said to you in English, you will not know what directions your foreman gives you in English or what he tells you to do.

"You ought to be able to read all these signs and notices and know what they mean.

"The best way for you to know what these signs and notices are for, is to learn to read and speak English.

"You can learn to read and speak English if you will try to do so.

"The Packard Motor Car Company will help you and the City of Detroit will help you.

"It will not cost you any money and will not take any of your time from work.

"Instructions for the men are at several of the schoolhouses in the city and there is one near your home.

"You can go to such school on Monday, Tuesday, and Wednesday evenings from 7:30 to 9:00 o'clock and the instructor will teach you to read and talk English.

"Besides being able to speak and read English you must learn something of the history of this country; its constitution and laws; how its laws are made and enforced; the department of its government; the election of its officers and their duties; the difference between the Federal and State governments, etc.

"When you can read and talk English they will then teach you what you have to know to get your final certificate as an American citizen.

"You have got to know such things yourself. No one else can know it for you and do you any good.

"The judge of the court will ask YOU the questions and YOU must know how to answer them, or he will refuse to make you a citizen until you can answer them.

"If you attend these evening classes for a few weeks and learn what is taught to you there, the instructor will give you a certificate that you are able to become an American citizen.

"You will get your second papers without the questions being asked of you in court by the judge, if you have this certificate.

"Many other men older than you are have done it, and you can do it if you will make up your mind to do it.

"Remember that it is for your good.

"Remember that you can get a better job.

"Remember that you can make more money.

"Remember that you can live better.

"Remember that you can do it if you try.

"At your service,

"PACKARD MOTOR CAR COMPANY,

"EMPLOYEES WELFARE SERVICE DEPARTMENT,

"W. E. WARNER,

Chairman, 'Americans First'."

LOCATION OF SCHOOLS

Northwestern Schoolhouse, corner Boulevard and Grand River.
Nordstrum Schoolhouse, corner Fort and Waterman.
Western Schoolhouse, Scotten avenue between Porter and Baker.
Cass Schoolhouse, corner Grand River and Cass avenue.
Northern Schoolhouse, corner Woodward and Josephine.
Central Schoolhouse, corner Cass and Warren.
Eastern Schoolhouse, corner Boulevard and Mack.
Northeastern Schoolhouse, corner Warren and Joseph Campau.
Southeastern Schoolhouse, corner Fairview and Goethe.
McMillan Schoolhouse, West End avenue near Jefferson.
Ellis Schoolhouse, corner Junction and Rich.
Bishop Schoolhouse, corner Adelaide and Rivard.

AMERICANS FIRST

"To.....Foreman Dept.....

"You are directed to personally see Mr. ....., No. ...., of your department and explain to him that he must learn to read, write and speak English and become an American citizen if he desires to retain employment with this company, or be promoted to better positions.

"Hand him this order and direct him to report to Mr. W. E. Warner, at the Legal Aid Office, Krit Building, on ..... the .... day of ..... at .... o'clock {P. M. / A. M.} for assistance and directions for these purposes:

TO THE ALIENS IN THIS FACTORY

"You are advised to become an American citizen as soon as possible if you expect to be promoted in the employ of this company.

"If you have NOT taken out your first papers you should do so without delay.

"If you HAVE taken out your first papers you should follow them up until you are fully naturalized.

TO EMPLOYEES WHO CANNOT SPEAK ENGLISH

"You are advised to learn to read, write and speak English and become an American citizen if you expect to be promoted in the employ of this company.

"If you have NOT taken out your first papers, do so at once. You do not need to know how to speak English to do this.

"If you HAVE taken out your first papers, you are advised to learn English in order to complete your naturalization.

"For further advice consult the Welfare Department and ask for Mr. W. E. Warner.

"D. G. STANBROUGH,
"General Superintendent."

Note.— The V in the square indicates to which class the employee belongs.

"To the Departmental Foreman:

"The necessary assistance should be given to our employees to learn English and become naturalized citizens in accordance with the policy announced by President Alvan MacCauley.

"When any such employee of your department is working overtime, or on the night shift, and has been directed by the chairman of 'Americans First' to attend classes from 7 to 9 o'clock in the evening public schools, you will so arrange his work or transfer him to other work upon the request of such chairman, that he may attend such classes.

"It is understood that in exceptional cases, where production requires it, the chairman will excuse any employee for a particular time upon an application by you to him for such purpose, otherwise his absence from classes will be recorded against his employment record, and the efficiency of your department.

"D. G. STANBROUGH,
"General Superintendent."

AMERICANS FIRST

PACKARD MOTOR CAR COMPANY, Detroit Michigan:

The following is the record of attendance and progress of your employees attending evening classes in this school for the purpose of learning to read, write and speak English for naturalization purposes:

For month of ....., 19....,
..... High School.

Name	Department and number	Attendance	Absence	Progress	Remarks
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....

No. 2937.

N. E. HIGH.

This half to be kept by solicitor and returned to the Board of Commerce about September 8, 1919.

EVENING SCHOOL ENROLLMENT PLEDGE

I hereby promise to enroll in Evening School at 7:30 P. M.

SEPTEMBER 8, 1919,

to study English, citizenship, or anything else that will help me to make a better living in America.

Name, John Jones, A 2101.

Address .....

(Other side of stub)

No. 2937.

Take this at 7:30 P. M.

SEPTEMBER 8, 1919,

to one of these schools and give it to the teacher:

LIST OF SCHOOLS

West of Woodward:

Cass Technical High School, Grand River at Cass.
Western High School, Scotten avenue at Clark Park.
Northwestern High School, Grand River and Boulevard.
McMillan High School, West End near Jefferson.
Nordstrum High School, West Fort and Waterman.
Ellis High School, Junction and Rich.
Central High School, Cass at Warren.

East of Woodward:

Northern High School, Woodward at Josephine.
Northeastern High School, Warren and Joseph Campau.
Eastern High School, Boulevard at Mack.
Southeastern High School, Fairview near Goethe.
Bishop School, Adelaide and Rivard.

Factory Class:

Packard Motor Car Company.
(Name of factory)

TEACHER: Enroll the bearer and give this card to the principal.

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1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

AMERICANIZATION RECORD.

Name	Age	Address
Jones, John W.	23	....Rohus St.

Date employed	Date paid off	Dept. and roll No.	Dept. and roll No.	Dept. and roll No.
2/1/'12	.....	Q. Z. 01	.....	.....

Birth place	Citizen of	Arrived in U. S.
Italy	Italy	1/1/'12

Can speak the following foreign language:
Italian, Spanish, French.

Days work mag. began	Date first papers	Sent for certificate of arrival	Filed petition for second papers	Final certificate received
6/10/'19	6/10/'15	6/11/'17	6/6/'17	9/17/'17

Speaks English	Reads English	Writes English	Will attend
Fair	Little	No	Northeastern high school evening classes

SCHOOL RECORD.

Year	Jan.	Feb.	Mar.	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
1919 Attendance.....	12	13	10	11	8	6	.....	.....	5	16	16	12 Fair
Absence.....	4	3	6	5	6	8	.....	.....	4	.....	.....	4

Progress good.

19 attendance

...Absence

FORM—24357 C. P. Co. REMARKS — OVER.

CHAPTER XXI

Minnesota

P. C. Tonning, *Deputy Commissioner of Education,* Saint Paul. Letter, October 30, 1919. Bulletin. "Laws of Minnesota Relating to the Public School System, 1919."

1. State Legislation — Compulsion for Minors and for Minors of Employment Age

Public School System Laws, Chapter XI. "Compulsory Education — Child Labor"

260. **Attendance age — English language — common branches — requirements of school.**— Every child between eight and sixteen years of age shall attend a public school, or a private school, in each year during the entire time the public schools of the district in which the child resides are in session; provided, however, that no child shall be required to attend public school more than ten (10) months during any calendar year. In districts maintaining terms of unequal length in different public schools, this requirement shall be satisfied by attendance during the shorter term.

A school, to satisfy the requirements of compulsory attendance, must be one in which all the common branches are taught in the English language from text-books written in the English language and taught by teachers qualified to teach in the English language. A foreign language may be taught when such language is an elective or a prescribed subject of the curriculum, but not to exceed one hour in each day.

Such child may be excused from attendance upon application of his parent, guardian, or other person having control of such child, to any member of the school board, truant officer, principal, or city superintendent, for the whole or any part of such period, by the school board of the district in which the child resides upon its being shown to the satisfaction of such board:

1. That such child's bodily or mental condition is such as to prevent his attendance at school or application to study for the period required; or

2. That such child has already completed the studies ordinarily required in the eighth grade; or

3. That there is no public school within reasonable distance of his residence, or that conditions of weather and travel make it impossible for the child to attend; provided, first that any child fourteen (14) years of age or over, whose help may be required

in any permitted occupation in or about the home of his parent or guardian may be excused from attendance between April 1st and November 1st in any year; but this proviso shall not apply to any cities of the first and second class; provided, second, that nothing in this act shall be construed to prevent a child from being absent from school on such days as said child attends upon instruction according to the ordinances of some church.

The clerk, or any authorized officer of the public board shall issue and keep a record of such rules as the board may from time to time establish.

270. **Same; children between fourteen and sixteen; when may be employed.**— It shall be unlawful for any person, firm or corporation to employ any child over fourteen years of age, and under sixteen years of age, in any business or service whatever, during any part of the term during which the public schools of the district in which the child resides are in session, unless the employer procures and keeps accessible to the truant officer of the town or city and to the commissioner of labor, assistant commissioner of labor, factory inspectors and assistants, an employment certificate as herein prescribed and a list of all such children employed. On termination of the employment of a child, such certificate shall be forthwith surrendered by the employer to the official who issued the same.

271. **Same; employment certificates; when and how issued.** —An employment certificate shall be issued only by the superintendent of schools, or by someone authorized by him so to do, or, where there is no superintendent of schools, by the chairman of the school board or the chairman of the board of education, or by a person authorized by such chairman: provided, that no superintendent of schools, member of the school board or board of education or other person authorized, as aforesaid, shall have authority to issue such certificates for any child then in or about to enter his own employment or the employment of a firm or corporation of which he is a member, officer or employe.

2. State Legislation — Flags

Public School System Laws, Chapter VI. "The Public Schools."

162. **Displaying of United States flag at various schools.**—There shall be displayed at every public school in Minnesota, when in session, an appropriate United States flag. Such display shall be upon the schoool grounds or outside the schoool building, upon

a proper staff, on every legal holiday, occurring while the school is in session and at such other times as the respective boards of such school districts may direct and within the principal room of such school building at all other times while the same is in session.

3. State Legislation — English Language

Public School System Laws, Chapter VI. "The Public Schools."

165. **Instruction in public schools.**— The books used and the instruction given in public schools shall be in the English language but any other language may be used by teachers in explaining to pupils who understand such language the meaning of English words; and in high and graded schools other languages may be taught, when made part of a regular or optional course of study. Instruction may also be given in such languages in common schools, not to exceed one hour in each day, by unanimous vote of the trustees.

4. Citizenship Training Through Public Schools

Public School Systems Laws, Chapter III. "School Boards and Officers."

80. **Evening schools in common districts.**— The school board of any common or consolidated school district or the school board for unorganized territory may establish and maintain public evening schools as a branch of the public schools, and such evening schools when so maintained shall be available to all persons over sixteen years of age who, from any cause, are unable to attend the public school of such district; and the branches taught at such evening schools and the general conduct thereof shall be subject to the direction and control of the state superintendent of education.

The appropriation of the 1919 *Legislature to carry out the provision of chapter* 356, *General Laws,* 1917, *relating to evening schools in common, independent, and consolidated districts shall be based on the following rules.*

1. This aid will be granted for Americanization work only, which shall be as follows:

a. Instruction in English, reading and writing for illiterates or foreigners unable to read or write the English language, or whose knowledge of English is too limited to enable them to transact business or to read intelligently newspapers and periodicals in the English language.

b. Instruction for the classes above in

(1) The essential and vital facts of American history.

(2) American government, institutions and ideals.

(3) Duties and obligations of citizenship.

2. Aid cannot be granted for an evening school term of more than sixteen weeks of six hours per week or its equivalent.

3. The average attendance in each class must be at least eight during the period for which aid is granted.

4. One-half the salary of each teacher employed under the conditins above will be paid, but not to exceed seventy-five cents per hour as the state's share, or a pro rata payment if the appropriation is not sufficient to pay in full.

5. Aid will not be granted for evening schools that were not reported to the State Department in the first inquiry, or the approval of which has not been secured subsequently.

6. The aid will be based on a report to be made at the close of the evening school term, about April first. Necessary blanks for this purpose will be furnished in due time.

5. **Letter from P. C. Tonning, Deputy Commissioner of Education, Saint Paul, October 30, 1919:**

"The last regular session of the Minnesota Legislature made an appropriation of $25,000 to assist in maintaining evening schools for adult foreigners. The main purpose of these evening schools would, of course, be Americanization, and the work involved includes, besides reading and writing, instruction in American institutions and citizenship.

"We have no complete returns on these schools, but it is safe to say that they will be established in practically every city in the state and in a good many rural communities. They are invariably established in connection with the public schools, and public school teachers are used almost exclusively. In the larger centers, however, evening schools for foreigners are maintained by other organizations, intelligent people interested in the work volunteering as teachers."

6. **Letter from E. M. McMahon, General Secretary, St. Paul Association, Saint Paul, December 27, 1919:**

"At the beginning of this year it was decided that the Association should share in the organization of an independent Saint Paul Americanization Committee rather than to

conduct the Americanization work as a direct activity. In several industrial establishments, employing foreign-born adults, there has been some exceedingly effective work done."

7. **Letter from Q. J. David, Secretary, The Saint Paul Americanization Committee, Saint Paul, January 6, 1920:**

"Our Committee has only been in active existence for a period of four months and as yet we have no printed reports on the work accomplished. However I can give you a brief résumé of the work covered here.

"The mission of our Committee has been to awaken the general public to the need and importance of Americanization work and more specifically to bring home to the employer the advantages of having his employees Americanized. We first made a survey of the local industries which gave us the following information: The number of aliens in each plant, whether they spoke or wrote English and whether they had taken out first papers. We then interviewed the employer and secured his permission and co-operation in starting classes where beginners, English was taught. To date we have five of the largest plants in the city lined up on Americanization work. The local Department of Education supplies the teachers and text-books. The number of students enrolled in this city are 536. We have found that the average foreign-born adult is anxious to learn English if approached properly and if the plant will donate part of the time for holding classes the best results are obtained."

8. The University of Minnesota

Letter from A. E. JENKS, *Director of Americanization Training.* The University of Minnesota, Minneapolis, January 16, 1920:

"We train here Americanization leaders for positions such as —

"1. Directors and teachers of Americanization in universities, colleges, and city schools.

"2. Directors and secretaries of Americanization work with civic and commercial organizations. Americanization committees, etc.

"3. Directors and Americanization workers in adult classes in industrial plants.

"4. Home Americanization workers.

"5. Government officers dealing with Americanization and immigration work for federal, state, and county service.

"6. Directors, and workers among foreigners in connection with churches, the many church and missionary organizations, the Y. M. and Y. W. C. A. and settlements.

"7. Workers in foreign branch libraries.

"8. Managers of alien laborers in big industrial undertakings.

"9. Expert students and researchers for intensive study of our aliens to further practical Americanization. This includes studies in racial characteristics and contributions, amalgamation, eugenics, assimilation, acclimatization, etc., to the end that educators, legislators, and publicists may wisely direct the development of our American people.

"We have already sent out persons trained in the following fields:

"1. Directors, and teachers of Americanization in city schools.

"2. Americanization committees.

"3. Home Americanization workers.

"4. Government officers dealing with Americanization and immigration work for state service.

"5. Directors, and workers among foreigners in connection with church and missionary organizations.

"6. Expert students and researchers in the study of amalgamation and assimilation.

. . . . . .

"As to actual requirements for the teachers working among adult foreigners, I should start first with personality, and I should weed rather ruthlessly, cutting out those people who lack this rather indefinable but readily recognizable thing of personality. The teacher would have to have good health, common sense, absolute trustworthy sincerity toward foreign peoples, and an unfailing and contagious good humor. I should then desire her to have a

course equivalent to the four-year course outlined. She should know thoroughly the fundamentals of American history together with social, economic and political life. She should know also foreign peoples in America, and then the methods, technique, and organization of Americanization work.

"We believe here that a person can do much injury and very little good in Americanization work who does not possess the proper spirit. The leaflet, 'The Spirit of Americanization' will convey to you better than this letter can just what I mean. May I say it is this spirit which we are putting into our leaders, and none of them have yet fallen down, but they do seem to be uniformly successful, and the foreign peoples welcome them with most gratifying earnestness."

THE BULLETIN OF THE UNIVERSITY OF MINNESOTA, THE COLLEGE OF SCIENCE, LITERATURE, AND THE ARTS, 1919–1920

COURSES OF STUDY

V. FOUR YEARS' COURSE IN AMERICANIZATION TRAINING WORK LEADING TO THE DEGREE OF BACHELOR OF SCIENCE

Freshman Year

Required	Credits
Rhetoric	15
Modern European History (1-2)	10
American History	5
General Zoology	10
Introduction to Anthropology	5

Sophomore Year

Required	Credits
Modern Language	9 or 15
American History (continued)	5
American Government	5
General Anthropology	3
General Immigration	3
General Psychology	9
Electives	9 to 18

Electives

English Survey.
Public Speaking.
Modern Language.
Geography.
Modern Social Reform Movements.
Cultural Anthropology.
Elements of Educational Psychology.
Food Preparation.
Elementary Dietetics.

Junior Year

In the Senior College (junior and senior years) the electives of individual students will vary much, depending on the phases of work and the groups of peoples in which the student is specializing. All electives must be approved by the director.

Required	Credits
American People	9
Methods and Organization of Americanization Work	9
General Economics	10
Electives	18 to 23

Aliens' Viewpoints — Special lectures by race leaders.

Electives

Supervised Americanization Work.
Municipal Government.
State and Local Government.
Immigrant Woman.
Race Leaders and Programs.
Labor Problems.
Statistics.
Elementary Dietetics.
Housing Problems.
Home Management.
Social Psychology.
History of Education.
Social Aspects of Education.
Physical Anthropology.
Political and Social Ethics.

Senior Year

Required	Electives
American Negro 3	Negro and Immigrant Adjustments.
Government and Immigrant, 3	Slavic Culture.
Supervised Americanization Work (if not previously elected) 39	Slavic Oral Language.
	Genetics and Eugenics.
Race Leaders and Programs (is not previously elected), 1	Social Statistics.
	Socialism.
	Child Welfare.
	Philippine Peoples.
	Municipal Problems.
	Mental Diagnosis.

These courses are open only to students who are specializing in the Americanization work.

DEPARTMENTAL STATEMENTS

No.	Credits	Title
1	5	Introduction to Anthropology.
2	3	General Anthropology.
5	3	General Immigration.
41–42	2	Slavic Language.
112	3	The American Negro.
113	3	The Older Immigrants.
114	3	The Newer Immigrants.
115	3	Americanisms and Assimilation.
118	3	Government and the Immigrant.
125	3	Methods of Americanization.
126	3	Organization of Americanization Work.
127	3	Technique of Teaching Adults.
131–133	9	Supervised Americanization Work.
137–139	3	Race Leaders and Programs.
140	2	Slavic Culture.

1. INTRODUCTION TO ANTHROPOLOGY. Origin and development of mankind; activities, organization and institutions of society; determinants of social types; the bearing of anthropology and sociology on present-day problems and thought. (Same Course as number 1 in Sociology.) JENKS, TODD, BERNARD, ELMER, FINNEY, LUNDQUIST.

2. GENERAL ANTHROPOLOGY. Theories, facts, and factors in the origin and distribution of human races. Early world migrations. Important anthropological problems. JENKS.

4. CULTURAL ANTHROPOLOGY. Origin and early development of the most important activities, and institutions which had their beginning among primitive man. (Not offered in 1919–20.) JENKS.

5. GENERAL IMMIGRATION. Facts of recent world migrations. Chief causes of emigration from old nests, and of immigration to the United States; federal and state problems of immigrant legislation, control and distribution.

41–42. SLAVIC ORAL LANGUAGE. Slavic linguistic families. A speaking knowledge of a Slavic language is taught illustrating the methods and technique of teaching our language to adult foreigners in America. JUNEK.

108. PHILIPPINE PEOPLES. Comparative study of the four large ethnic and cultural groups of people in the Philippine Islands; policy of the insular government as it effects American home interests in the Orient. (Not offered in 1919–20.) JENKS.

110. PHYSICAL ANTHROPOLOGY AND AMALGAMATION. Theory of evolution as applied to natural and cultural man. Eugenics in theory, law, and practice. Studies in the amalgamation of races. (Not offered in 1919–20.) JENKS.

112. THE AMERICAN NEGRO. Development of the American Negro; his characteristics, conditions, and developing tendencies. Negro and immigrant adjustments. JENKS.

113. THE OLDER IMMIGRANTS. Characteristics, contributions, and distributions of the older immigrant peoples in America, their modification and importance to us. JENKS.

114. THE NEWER IMMIGRANTS. Characteristics, contributions, and distribution of the newer immigrant peoples in America, their modification and importance to us. JENKS.

115. AMERICANISMS AND ASSIMILATION. Essential and unique historical Americanisms, and their value and virility for the future in America. Conditions and facts of assimilation. JENKS.

117. THE IMMIGRANT WOMAN. The peculiar problems of the woman immigrant in personal service, in industrial groups, in the home, and out of regular employment. (Not offered in 1919–20.) CLARK.

118. GOVERNMENT AND THE IMMIGRANT. Legal and administrative aspects of Americanization. Federal and state laws affecting immigration, citizenship, and naturalization; practical administration of these laws through governmental agencies; political experiences of the foreign-born. (Not offered 1919–20.)

125. METHODS OF AMERICANIZATION. Practical methods of Americanization in use in the United States, together with facts and conditions of their success and failure. JENKS, CLARK, JUNEK.

126. ORGANIZATION OF AMERICANIZATION WORK. Existing Americanization organizations of federal, state, municipal, and neighborhood groups. Methods of organizing new groups, and of inter-organic co-operation. JENKS, CLARK, JUNEK.

127. TECHNIQUE OF TEACHING ADULTS. Methods of teaching adults — the foreign-speaking, the illiterate, the fatigued — in keeping with the dignity of mature years, and the mental process of mature minds of foreigners. CLARK, JUNEK.

131, 132, 133. SUPERVISED AMERICANIZATION WORK. Practical field work among foreign peoples in our vicinity. CLARK, JUNEK.

137–139. RACE LEADERS AND PROGRAMS. Studies of racial or national leaders. Preparation of programs, in English, from racial data as means of contact for mutual understanding between Americans and various racial groups in America. CLARK.

140. SLAVC CULTURE. The basic Slavic institutions. Characteristic of Slavic culture. JUNEK.

THE BULLETIN OF THE UNIVERSITY OF MINNESOTA

AMERICANIZATION TRAINING COURSE

PRELIMINARY ANNOUNCEMENT.

1918–1919.

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AMERICANIZATION TRAINING COURSE

ORGANIZATION

MARION LEROY BURTON, Ph.D., D.D., L.L.D., President of the University.

JOHN B. JOHNSTON, Ph.D., Dean of the College of Science, Literature, and the Arts.

ALBERT ERNEST JENKS, Ph.D., Professor of Anthropology, Director.

Executive Committee

ALBERT ERNEST JENKS, Chairman.

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Director of Business Education.

DAVID FERDINAND SWENSON, B.S., Professor of Philosophy.

AMERICANIZATION TRAINING

PRESENT URGENT NECESSITY FOR TRAINED AMERICANIZATION WORKERS.

America has today come to realize as never before that one of her most vital problems is the Americanization and assimilation of the foreigner in her midst. About one-third of the people of the United States are of foreign-born parentage, and more than 13,000,000 are foreign-born.

With masses of people in America of foreign speech and foreign culture, who are easily influenced by dangerous and disturbing

agitation, no one who has the interests of America at heart can doubt the importance of the alien question.

Today in the universal interest in Americanization work we hear much of volunteer service, but from most sources of inquiry we find the very limited usefulness of untrained and inadequately directed volunteer workers in this field. In all cases, to get the best results, the volunteer worker must have expert direction, but the real fact is that the Americanization situation is taxing to the utmost the ability of even paid workers, and the problem is today in many aspects largely unsolved, as the following quotations will show:

> The California Commission of Immigration. "The school register proves conclusively that the methods to date are strikingly unsuccessful — that in the city of Los Angeles 59 per cent. of the pupils (in night schools for foreigners) should have remained only twenty nights is overwhelming; as is the fact that only 9 per cent. stayed more than sixty nights."
>
> Mr. Edward Hyatt, California State Superintendent of Public Instruction, speaking of educating and Americanizing the foreigner: "We school people have no notion, yet, how difficult, how oppressive, how choking, this new burden is. New York, Cleveland, Chicago, have partially experienced it, with the steamer classes. Teachers there complain bitterly of its hampering, smothering, impossible weight. It knocks out their plans, it deranges their work, it clogs their progress, it buries them."
>
> Bulletin of the Council of Jewish Women. "There are still far too few teachers in the cities today trained for this highly specialized branch of teaching. The present lack of such qualified teachers is one of the main obstacles to the establishment of effective educational facilities for the adult alien both in night school and in day-time classes.
>
> Dr. Albert Shields, Superintendent of Schools, Los Angeles: "We have not yet learned that the teaching of foreigners is a highly skilled work, demanding peculiar insight and ability . . . We need a corps made up of adequately paid teachers who can make teaching of foreigners a *permanent vocation.*"

Those on whose shoulders the burden of Americanization has suddenly been thrown have been obliged to inaugurate short

courses of study for their workers in order to make progress at all. Of such courses of training Dr. Charles B. Finch, Director of Immigrant Education in Rochester, New York, says:

> "We fully realize, however, that this plan in no way takes the place of the regular training that workers in this field of educational endeavor ought to have; and we have simply adopted it as the best method available at present for getting teachers who have had any training at all for this work.
>
> It seems to be the universal testimony of workers trying to solve practical Americanization problems that highly specialized and adequate training is imperative for the successful Americanization leader.

ANTHROPOLOGICAL FOUNDATION FOR AMERICANIZATION WORK

Anthropology is the study of man. In its broader aspects it is the study of peoples. In America the science of anthropology has been directed so largely to the study of primitive and prehistoric peoples that it is not commonly known that this science has a large and useful field in the study of modern and more advanced peoples. Present conditions in America give us a new conception of the importance of anthropology born of the needs of the time and the opportunity for nation-wide service. Conditions now demand that the anthropologist put his training at the service of his country in helping to solve the many bewildering problems of Americanization.

Deep and difficult problems face the worker among immigrant peoples growing out of racial characteristics which have their origin far back of recent or modern political and economic systems, and have a deeper significance and greater tenacity than those systems.

Each one of the many groups of foreigners who has come and yet will come to America has its own language or dialect, each has its distinctive historic past, and each a still older past lived so long ago that deep-rooted emotions are grounded there. Each has just cause for race pride, and each has also memories from the past that tend powerfully to fix race prejudice. Each has racial or national weaknesses; and each has racial or national strengths. These peoples are here, and must be Americanized.

Americanization workers have the task of meeting these immigrant peoples with sympathetic and intimate understanding, of interpreting to them the best American traditions and ideals, of

showing them clearly the points of contact and community between their own customs, traditions, and ideals, and those of America, and of making that race pride which is founded on worthy characteristics the means of building up and strengthening our nation.

The last point is well emphasized in a leaflet of the California Commission:

> "The immigrant is not merely a potential menace, from whom we must protect ourselves. With proper encouragement, he may become a positive source of benefit to our civilization. Each man brings to our shore certain inherited racial and national talents as well as certain personal faculties which we may encourage and develop to our own advantage . . . (We should) do all in our power to bring out the latent possibilities from even the humblest of the strangers within our gates. Our country, in its early history, borrowed ideals and practices from all peoples, both ancient and modern. Is it not conceivable that the descendants of those who contributed thus might still have something to give?"

The Americanization worker also has the task of interpreting each group of people in America to other groups. The diverse peoples in America would get on better if they knew each other better. Race prejudice among the peoples in America, one for another, is a vice, and the aim should be to eradicate it so far as possible. The process will be a twofold one: *first,* races with characteristics undesirable to America must be taught to undo these causes of race prejudice; *second,* all races must be taught to know the worthy characteristics of the races they are prejudiced against in order to replace their prejudice with genuine sympathy and appreciation, that all may merge their interests, aspirations, and powers in the larger American people.

That the Americanization worker may make these important racial interpretations, and rightly assist the immigrant in making his racial adjustment, his specialized training should be the study of peoples.

AMERICANIZATION TRAINING COURSE

In view of the universally recognized necessity for adequately trained Americanization workers, the University of Minnesota has established in the College of Science, Literature, and the Arts an Americanization Training Course whose object will be to afford

fundamental, scientific, and practical training for men and women who wish to engage in any phase of the important and developing work of Americanization. In connection with this Course the University will develop its Department of Anthropology to meet the needs of the necessary specialized Americanization courses.

The Department of Anthropology will recognize that the trained Americanization worker should have a basic knowledge of races and peoples, a survey of world migrations, and a knowledge of the conditions which continually upset moving peoples; that he should have the most intimate knowledge of the old world temperament and characteristics of our immigrant peoples; and of all those phases of new world conditions which characterize the environment of our immigrants; that he should be thoroughly grounded in the meaning and spirit of America — both for America and for the world; and that he should understand the pressing and increasing racial problems in America, and especially the difficult problems of new world racial adjustments.

It will also recognize that we must have workers trained in the scientific aspects of assimilation, amalgamation, and eugenics, each in its meaning for the future American nation.

It will recognize also that broader aspects of Americanization work will demand understanding of the following subjects, all of which in time will press America for wise solution; we would be bewildered with any one of them if we had to give them final solution today: The American Negro, Orientals in America, Latin-Americans, and other peoples in the Western Hemisphere.

In the Training Course it will be understood that if the worker is to represent America truly, he must know thoroughly American history, American antecedents and development. He must understand American social and political organizations and economic and industrial conditions. He must be able to show clearly what America is and what America stands for in the way of political, social, and industrial liberty and democracy. He must also know the corresponding facts of the social, political, and industrial organization of the country from which the immigrant comes. For this study of government, industries, and institutions certain courses will be required and others may be elected from the well-developed departments of Economics, History, Political Science, and Sociology of the University.

Carefully selected courses from other University departments, as those of Education, Home Economics, Psychology, Romance

Languages, etc., will be advised in accordance with the existing regulation of the College of Science, Literature, and the Arts, or of the Graduate School. These elected courses will vary according to the individual needs of the worker, depending on the races with whom he is to work and the particular phases of the work he wishes to pursue.

In the Training Course the methods of conducting Americanization work in educational and industrial institutions, in the home and in classes, will be developed by experienced workers, and provisions will be made for field work and practical experience in dealing with the racial groups represented in this vicinity.

It is expected that this training course will be co-ordinated with that of the College of Education for the benefit of teachers who wish to secure this special training.

The following titles will suggest the anthropological courses which the University will offer in the near future to train for Americanization work:

General Introduction (Survey of races, nationalistic groups, migrations, etc); The American People, and Americanisms; General Immigration; Characteristics and Contributions of Immigrants; The Immigrant Woman; Racial Adjustments and Assimilations; Educational and Industrial Methods of Americanization; Americanization Teaching in Classes and in Homes; Race Leaders and Programs; Immigrant Legislation; Cultural and Physical Anthropology; Anthropometry; Racial Anatomy; Amalgamation and Eugenics; Influence of Environment on Migrants; African, European and Asian Ethnology; American Negroes; Negro and Immigrant Adjustments; Present-Day Indian Problems; Philippine Peoples; West Indians and Hawaiians; Mexicans and Central Americans; South American Peoples; Canadian Peoples; Anthropological Problems in Colonization; Our Aliens' Viewpoints — Special Lectures by Race Leaders; Seminars in Intensive Race Studies.

POSITIONS FOR WHICH WORKERS WILL BE TRAINED

Specialized work with immigrants in all the lines indicated below is already under way in various parts of the country. Opportunities for work are offered to both men and women whether of American descent for several generations or of recent foreign extraction. Americanization training offers to capable, loyal foreign-speaking young men and women, citizens of the United

States, an unprecedented opportunity for double service — service to their own linguistic group and to America — in the mutual interpretation of things American and things foreign. Sane and constructive race leadership for our foreign groups is one of the most crying needs of Americanization.

Americanization training will afford splendid opportunities for employment and service in American reconstruction. The following positions are suggestive of those that will be open to those properly trained:

1. Directors, and teachers of Americanization in universities, colleges, and city schools.
2. Directors and secretaries of Americanization work with civic and commercial organizations, Americanization committees, etc.
3. Directors and Americanization workers in adult classes in industrial plants.
4. Home Americanization workers.
5. Government officers dealing with Americanization and immigrant work for federal, state, and county service.
6. Directors and workers among foreigners in connection with churches, the many church and missionery organizations, the Y. M. C. A. and Y. W. C. A., and settlements.
7. Workers in foreign branch libraries.
8. Managers of alien laborers in big industrial undertakings.
9. Expert students and researchers for intensive study of our aliens to further practical Americanization. This includes studies in racial characteristics and contributions, amalgamation, eugenics, assimilation, acclimatization, etc., (to the end that educators, legislators, and publicists may wisely direct the development of our American people).

Requirements for Admission

While the Americanization Training Course is primarily vocational, it is a course designated to give a broad, cultural understanding of twentieth century world developments, valuable and fundamental to a man or woman in any walk of life. The course covers both undergraduate and graduate work. The requirements for both entrance and graduation conform to those of the College of Science, Literature, and the Arts. Satisfactory completion of the four years' course to the degree of Bachelor of Science. Graduate students whose programs satisfy requirements of the Training Course and the Graduate School may receive both a

special certificate and the degree of Master of Arts at the close of the fifth year.

At the discretion of the director the Training Course will be open also to special students who may desire to pursue courses of study of less than the usual professionel duration. In these courses workers or teachers of experience may secure the knowledge and practical training to meet a particular phase of Americanization work to be done. Special practical courses will also be offered for volunteer workers who desire to undertake some particular form of Americanization service.

THE UNIVERSITY OF MINNESOTA

THE SPIRIT OF AMERICANIZATION

By ALBERT ERNEST JENKS, *Director, Americanization Training Courses, University of Minnesota*

THE SPIRIT OF AMERICANIZATION

Our generation of Americans, like each of our ancestral generations has, as a duty paramount of all others, to pass on to its sons a nation at least as fit and as virile physically, mentally, and morally as the nation of our fathers. Today the great awakening toward this end centers about the term "Americanization". The primary object of the movement is that the American nation may survive. The demand for Americanization is an instinct with all normal Americans who have at heart the survival of our nation. That is the reason it has swept the land. The survival instinct requires no thought, but only emotion. So it is that many persons are found enthusiastic about Americanization who have given little thought to its real meaning or spirit.

The world's historical efforts at nationalization have had one of three results:

They have had the driving force of prophecy, as in America at her best periods, when it would almost seem that the nation possessed superhuman qualities for widespread betterment.

They have had the deadening force of hopelessness when the morale of a controlled people is broken by the irresistible, unsympathetic, and heedless nationalizing forces of the factors in control.

They have had the inflammable effect of lawless and indiscriminate destruction, or of more ordered revolution when spirited men in desperation lose faith in the moral purpose and the integrity of those controlling the nation and shaping its policies.

Whether America's present nation-wide effort at nationalization is to result in the most desirable dynamic drive for betterment, or whether it is to result in the deadening inaction of hopelessness, or is to result in lawlessness and destruction depends on the spirit in which it is carried out.

Our nation has just now need for wise leadership to guide its surging instinct for survival. On what shall we survive, and by what means? On the lowest plane of survival effort a nation sees blood. On that plane most of the civilized nations of the world have been for the past few years. It is so low a plane of survival that no man, not even professional militarists, desire it to become normal and continue without cessation. It is the survival instinct run mad, and if not checked, will defeat its own object by destroying all combatants, or by leaving the survivors more imperialistic and brutal than before. Even the most lowly and bestial groups of primitive man have long periods of peace, and even friendly intercourse, with their historic enemies.

On the highest plane the survival instinct will be guided by reason founded on scientific knowledge, and humanized by the spiritual conception that mankind, no matter what its race, religion, or education, in normal moments responds to intelligent good will.

Today an increasing number of Americans are intelligently striving so as to understand the Americanization problem and so to shape public opinion that we may survive on this plane of high conception just suggested.

"A nation," says the Century Dictionary, " is an aggregation of persons of the same ethnic family and speaking the same language or cognate languages."

This definition does not fit America today. We are no longer men of one race. No longer even are we a people from the north of Europe, who thought Teuton or Celt — or that combination of those two historically called "Anglo-Saxon,"— everywhere possesses an inherent desire for ordered and organized society stabilized by laws and constituted authority. While once our nation was largely one people with one tongue united by a " community of memories and of hopes," we are today so largely an immigrant nation that we are broken by communities of diverse memories.

We can never again possess a single and united community of memories until three full generations after indiscriminate immi-

gration ceases. Memories of foreign fatherlands held by our immigrants, and memories of old world racial emotions passed on to children in America by their parents, and even to grandchildren by their grandparents, require three generations of American birth for their natural eradication.

Racial memories stir up deep-seated racial emotions, no matter how long slumbering. America need hope little to modify those emotionalisms of her newer peoples which arise from their old world memories. And her profit is not long assured if she stirs up in America those emotionalisms of our newer peoples centered in the memories of European enemies. Those who advocate such a policy are ill-advised. Those who follow it will jeopardize the safety within our borders. Nothing is surer in Americanization work than that the racial memories coming to us from the fears and hatreds of the old world should die a natural death as quickly as possible. To keep them alive is foolish. To do so deliberately is as reckless as to pass firebrands to fire fiends in the neighborhood of one's own unguarded buildings.

The task of Americanization must deal largely with the realization of the community of democratic hopes held in America, whether by old-line Americans or newer Americans. With the memories of our newer peoples it need not greatly concern itself, because those harmful will die if ignored, those worthy will survive and will in time be built into that community of memories truly American.

Our national ideal standards are the embodiment of the highest hopes of our nation. Americanization means, then, the bringing into one accord of all the peoples of the United States toward these national ideal standards. Our peoples are in three groups so far as Americanization education is concerned; (a) the educated old-line citizen; (b) the immigrant racial groups; (c) the illiterates, both native and foreign-born.

For education old-line citizens Americanization means the purposeful continuous squaring of our private and public practices with our ideals in all fundamental relationships of life. It means not just fair-play talk, but actual fair-play practice. To this group belongs the function of conserving those things most worthy and characteristic of America. It must standardize America and all we mean, and ceaselessly endeavor so to represent and exemplify our best standards that our newer peoples will be assimilated toward these standards.

For the immigrants Americanization means an intelligent understanding of our national ideals, standards, and a definite desire to approximate as nearly as may be their realization by means of legal practices and authorized institutions. It will often be found that this group acts as a whip when our practices lag behind our ideals. We of the old-line group will often be blind to many of those inconsistencies of American practices which strike the open eyes of the new American with the freshness of discovery, and frequently with the disappointment of disillusion.

For the native and foreign-born illiterates Americanization means, as a first step to any understanding of America, an opportunity for at least an elementary education comparable to that in our public schools through the third grade.

The American community from the earliest infancy of our colonial existence has recognized the educational obligation it has owed its youth. It has not, except in a few isolated cases, recognized that it owed a similar debt to its adult residents. But since education is to develop an enlightened citizenry that it may conduct the affairs of its government and other interests with greatest wisdom, it certainly must educate its adults who already possess the ballot, and who, under conditions so far maintaining, at times use the ballot with far-reaching disastrous results. We may justly be accused of having thrust the ballot blindly into the hands of illiterate and un-Americanized adults, while we safeguard it in the hands of our own educated American sons and daughters.

The object of this three-fold Americanization of our peoples is the survival of our nation as a political and geographic entity; but since we strive to create an American community of hopes we must deliberately plan to build a nation conceived in ideal terms and functioning dynamically toward the highest spiritual values which the men of greatest brain and heart in each succeeding generation can conceive and determine as practicable for our citizens to realize.

This Americanization education must be conceived and carried out in the true American spirit. We know this to be the spirit of fair play, of equality, of justice — the spirit which grants all citizens an open way to deserve and receive in common the fullest human brotherhood in the things of mind and heart.

With this Americanization of our people, there should occur, both as cause and result, the Americanization of our institutions—political, economic, religious, and social.

I am aware that I am here presenting no small program of action. I should like to have those who talk of Americanization realize that they are talking of something terribly real, not something that has to do simply with teaching English to foreigners, or of naturalization of foreigners, but of something that goes to the very heart of every individual and every institution in the United States to the dividing line between pretence and reality. Are we democrats or are we pretenders? Do we use fine sounding words, or have we behind our words ideas of their real meaning? In other words, are our institutions always genuinely democratic?

Last winter I went down where the pople live in New York City. There was with me a man of education and vision who had lived there with the people more than three years. As we came out from the tenement houses with our minds full of the indescribable conditions we had seen there, he said to me with an earnestness which I cannot convey to you, and with a half-veiled scorn, "It will take more than teaching English to touch this situation down here." The trouble there was that our economic and social institutions were patently undemocratic.

Those of us who are persistently earnest in this matter will have the unique experience of going out to Americanize the foreigner, and finding that our own hearts have changed, finding that we have become newly alert to the varied peoples about us, and to the great underlying ideals of the American nation, that it is after all we, ourselves, who have become Americanized. And when we have a sufficient number of people thus Americanized, we will not only eagerly turn to Americanizing our institutions, but we will be willing to Americanize our energies — mechanical, physical, intellectual, spiritual — so that these energies will be the ready tools of our intelligent desires, and may be economically and most quickly brought to bear at any place at any time to do the nation's will. Then we shall be far on the way toward having the great Americanization problem solved. Americanization demands an aroused consciousness that will not rest until in America we have an approximate realization of all the national democratic hopes of all our people rather than of a few.

What then must be the spirit of Americanization to accomplish this desired national end — this end which seems to be the nation's destiny? It must be and is very simple. It is the true spirit of democracy; the *spirit of fair play* which endeavors sympathetically to meet the people of whatever birth or nation who have come to

America, and intelligently understand them and their democratic hopes; the *spirit of equality* which insists on equality of opportunity for all the people of the United States to realize their democratic hopes; the *spirit of justice* which refuses to be at ease while democracy for any people in the United States is a name only, and not a fact.

Today in some sections America is swept by the feeling that we can Americanize people by repressive measures. It will undoubtedly be necessary in the interest of American reconstruction to put some men in jail, and to deport others; but it should be clearly understood by all that we have only to look at the face of history in Russia with her Finns, in Germany with her Poles, in Austria with her Serbs, in Great Britain with her Irish, and also in Korea under Japan, to know that men have never been nationalized at heart by jails, deportations, exilings or repressive laws. Sullen submission, hate, and revolution come from this process,—love of country and loyalty, never. Just so far as our spirit of Americanization compels the people to think in terms of the oppression of language, or of other forms of racial persecution by European governments from which they fled to come to free America, just so far will it fail in its purpose.

Just so far as our spirit of Americanization meets the people with fair play, with the endeavor sympathetically to understand the differing points of view of whatever race or class, and with justice — in short with the brotherhood which our democratic ideals have led them to expect here — just so far will it succeed.

If Americanization is carried on in this true American spirit, it will be inspirational, and will allow all men sufficiently educated to realize that in America it is desirable and possible to Americanize all our peoples, our institutions and our energies by the process of evolution. By such realization men so equipped will find themselves inspired to do their best.

As our Government is "we, the people," the obligation for this right spirit morally settles on the shoulders of each American citizen. Because of the diverse nature of the Americanization problem centered in practically each little neighborhood in our land, and because of its enormity both relatively and absolutely, the obligation falls on each group of our people, political, economic, social, and religious, which can do constructive work toward the desired end. So the nation, state, county, city, and existing natural minor neighborhood, having preponderant com-

mon interests of whatever beneficial sort, must organize to finance, man, and equip itself to bear its full fair share in the undertaking. When so acting as a nation our accomplishments toward wholesale betterment will be likely to surpass the expectations of all except the most gifted few.

To sum up, then, the great American movement toward national survival called "Americanization" should be carried out in the true American spirit of fair play, equality, and justice. This must be the spirit dominating our public opinion. This must be the spirit which the school, pulpit, platform, and press put over when they make that public opinion. Primarily must this be the spirit of the press, because though there may once have been a question as to what factor is the most important in making public opinion in America, today there is no room for question. The press is far and away the greatest factor in making American public opinion.

A sincere people and a sincere press with a true American spirit united on the paramount issue of our national hopes, unmindful of selfish interests, can avert any handwriting on the wall. But if we proceed in a spirit of hate and of wilful or even careless misunderstanding, and of unjustified oppression, we have only to look at history to see the results of that fateful spirit.

If we of today are able and serious men, we will strive not only to pass our nation on to our sons as fit as we received it from our fathers, but we will strive mightily to pass it on better than we received it, and so be worthy of our children's esteem. I believe it a part of cosmic evolution that normal men should so strive. From this feeling has sprung the great Americanization movement. If it is carried on in the right spirit, it is the most hopeful sign of the times.

You Americanization leaders are the apostles of this spirit in this day. I hope you will go from here burdened individually with the necessity of spreading this spirit about you and so help it to become commanding public opinion. Only when dominated by this spirit can the American nation fulfill the hope which has lured so many eager millions from the old world to the new, democratic hope which has turned the eyes of the world upon America today, the hope of mankind that the government of the people shall not perish from the earth.

THE UNIVERSITY OF MINNESOTA

THE GOAL OF AMERICANIZATION TRAINING

In view of the commonly recognized need for adequately trained Americanization workers, the University of Minnesota has established an Americanization Training course, the object of which will be to afford fundamental, scientific, and practical training for men and women who wish to engage in any phase of the important and developing work of Americanization.

Perhaps the value of this specialized Americanization training may be best summed up if we state the gains to be aimed at for the individual most concerned, namely, the immigrant:

First. The most important thing the immigrant should get from the trained Americanization worker is the certainty that the worker stands for the best forces in America reaching out in a democratic way to help him in his difficult problems of new world adjustment. Too often the immigrant is the prey of the evil forces in America. The trained Americanzation worker should stand to him for all the good America has to offer.

Second. The immigrant should feel the certainty that the worker understands him and his racial group; that he knows their peculiar strengths and weaknesses; that he knows the political, industrial, and social conditions under which they lived in their home country, why they came to America, the conditions in which they find themselves in America; that he realizes their problems here, their causes of discontent, and what they need in order to fit themselves happily and successfully into the complex life of America.

Third. The immigrant from any one of the sixty odd racial groups represented in America should get from the trained worker the special educational, industrial, political, or other guidance which he needs to adjust himself to American life; the needs will vary with each group.

Fourth. The immigrant should acquire the language of America so far as he is able. But it must be remembered that many immigrants are too old or too much occupied with earning a living to learn the language of America well enough to have it become the language in which they think, and that for some time wise use must be made in Americanization work of the foreign tongue and the foreign press.

Fifth. The immigrant should get a realization of the real meaning of America, of the ideals of her founders, of her tradi-

tions, of her standards, of her institutions, and of her hopes. He should get sane ideas of social and economic adjustments which are truly democratic, and of the best ways for him to help in these adjustments.

Sixth. The immigrant should get from the worker encouragement to put into America all the talents, crafts, and ideals for good which he brings with him, to develop them in harmony with the best ideals of America, and so make his contribution to enduring American culture. He should be led to prize the things which are his own which make for good in America. On the other hand, he should get clearly a realization that his practices and characteristics which are weaknesses in America should be done away with as quickly and as completely as possible.

Seventh. The immigrant should get such a sympathetic understanding of the other foreign peoples in America that old world prejudices will tend to die, and confidence will be established among all groups here so that they may have fair and square dealing with one another.

Eighth. The immigrant should get from the Americanization worker the definite feeling that the worker stands in a real sense as an advocate of the immigrant against race discriminations and unjust treatment. It is true that as Americans our practices too often lag behind our democratic ideals, but a just and intelligent interpretation of America to the immigrant, and of the immigrant to the quick sense of fair play of the American, will do much to bring about a sense of justice and real democracy toward the foreigner which is the foundation of all true Americanization.

Ninth. Finally, the immigrant should get as a result of the entire effort of the trained Americanization worker such a fundamental and sympathetic understanding of America that he will necessarily develop a love and loyalty for our country, a desire to remain here, to become an American citizen, and to bear all the citizenship burdens of the nation in its continuous reconstruction toward a better realization of its democratic ideals.

ALBERT ERNEST JENKS, *Director.*

THE UNIVERSITY OF MINNESOTA

AMERICANIZATION TRAINING COURSE

(FIRST SUMMER SESSION, JUNE 23 TO AUGUST 2, 1919)

THE NEWCOMER'S DILEMMA

He can find no one to make him see the greater America. The whole of this continent is to him the cramped apartment, the dirty street, and the sweat-shop or factory. To the sweep of the great land and its many beaconings his eyes are closed. And in his isolation and ignorance and disappointment there is fruitful nesting place for all the hurtful microbes that attack society.

This man is our charge. He needs and deserves care, solicitude, thoughtful consideration. Ignobly put — it will pay. More manfully said — it is our duty. Worthily — it is our opportunity.— FRANKLIN K. LANE, *Secretary of the Interior.*

NEED OF AMERICANIZATION WORK

The Annual Report for 1918 of the Secretary of the Interior furnishes convincing proof that America today has come to realize that her most vital internal problem is the Americanization and assimilation of the foreigner in our midst.

"What should be said," says Secretary Lane, "of a world-leading democracy wherein 10 per cent. of the adult population cannot read the laws they are presumed to know?"

ILLITERACY

According to the Department of the Interior there are more than 8,500,000 people over ten years of age in the United States who cannot speak, read, or write our language. There are more people in the United States who can not read or understand our language than Canada's whole population.

Of the 2,000,000 men in the first war draft, 200,000 could not read their orders, or understand them when delivered, or read the letters they received. Appalling as this percent is, there are those competent to know who conclude that even this 10 per cent. tells less than one-half the story of actual present-day illiteracy, so far as a usable reading and writing knowledge of our language is concerned.

This ignorance of our language is at a great cost of human life. Non-English-speaking races in our mining regions are twice as liable to death and injury as the English-speaking workers. A large Illinois steel plant says that 80 per cent. of its accidents are among the 34 per cent. of its employees who are foreigners. In an Ohio plant 90 per cent. of its employees cannot read a rule-book

in any language; 90 per cent. of its accidents are among these illiterates. The Ford Motor Company says that "accidents in the plant have decreased 54 per cent. as employees are able to read factory notices and understand instructions."

NATURALIZATION

One-third of our immigrants not only do not become American citizens, but return to Europe to stay. Of foreign-born wage earners (in this country five years or more) who were of adult age on arrival, only 31 per cent. are naturalized.

The per cent. of those acquiring citizenship among some of our most important immigrant race is as follows: Greek 3.7, Portuguese 5.3, Russian 8.3, Ruthenian 14.7, Slovak 17.1, South Italian 18.1, Croatian 19.4, English 65.0, German 65.4, Scotch 6.85, Dutch 77.8, Irish 79.1, Welsh 84.0, Swede 84.9.

GOOD CITIZENSHIP

An un-Americanized mother and father cannot be expected to develop "good citizens" for America. In the North Atlantic States, where the bulk of our immigration settles, the American-born sons of immigrant parents furnish three and one-half times as many criminals as the native element. Foreign parents ignorant and bewildered in the new life need guidance and education, not only that they may themselves be good citizens, but that they may better train their children to good citizenship.

THE NEED OF TRAINED AMERICANIZATION LEADERS

Thus confronted by its problems of adult illiteracy and the need of Americanization work, America has also come to realize that the direction of Americanization work, and a large part of the work itself, must be done by men and women trained for the job.

Leaders have followers. The un-Americanized immigrant is of necessity a follower. The safest leader for him is a trained worker —

Who thoroughly understands each racial group of immigrants,

Who can convey the meaning of America's standards, institutions and hopes,

Who will encourage the immigrant to put into America all his talents, crafts and ideals for good,

Who will acquaint the foreign groups with one another, so that their old world prejudices, fears and hates will tend to disappear,

Who will be an advocate of the immigrant against unfair treatment,

Who will so interpret to the immigrant our best ideals that the immigrant will wish to learn our language, to remain in America, to become an American citizen and an intelligent, sympathetic partner for ceaseless betterment in all our community, state and national reconstruction.

In view of the call from all parts of the country for adequately trained Americanization leaders, the University of Minnesota has established an Americanization Training Course, the object of which is to afford fundamental, scientific, and practical training for men and women who wish to engage in any phase of the important and developing work of Americanization.

During the Summer Sesion of 1919, from June 23 to August 2, courses will be offered to regular University students, and shorter courses will be given to meet the needs of special students. In these courses workers or teachers of experience may secure the knowledge and practical training needed to meet particular phases of Americanization work. Special courses are also offered for volunteers who desire to undertake local Americanization service.

COURSES OFFERED

General Immigration. Survey of recent world migrations. Chief causes of emigration from old nests, and of immigration to the United States, together with federal and state problems of immigrant legislation, control, and distribution. *Melvin* (June 23 to August 2.)

The Newer Immigrants. Characteristics and contributions of the newer immigrant peoples in America, their modification and importance to us. *Jenks* (June 23 to August 2.)

Methods of Americanization. Practical methods of Americanization in use in the United States, together with facts and conditions of their success and failure. *Jenks, Clark, Junek* (June 23 to August 2.)

Aliens' Viewpoint. Special lectures by race leaders.

Supervised Practical Americanization Work. Laboratory work among foreign peoples in our vicinity. Hours and credits arranged. *Clark, Junek* (June 23 to August 2.)

Race Leaders and Programs. Studies of racial or national leaders. Preparation of programs, in English, from a racial data as means of mutual understanding between Americans and various racial groups in America. *Clark* (June 23 to August 2.)

Mining-Town Americanization. Problems, methods, and results of a successful mining-town Americanization work. *Dow* (July 14 to August 2.)

State Americanization. Plans, methods, and results of Americanization by the State of California. *Nicholson* (June 23 to August 2.)

County and City Americanization Under Board of Education. Plans, methods, and results of Americanization by St. Louis County, Minnesota, and by Akron, Ohio. *Young, Wiles* (June 23 to July 12.)

Technique of Teaching Adults. Wiles (June 30 to July 12).

General Anthropology. Theories, facts, and factors in the origin of man and human races. Early world migrations. Cultural origins and early development. *Melvin.* (June 23 to August 2.)

Amercanisms. "The Meaning of America." Essential and unique historical Americanisms, and their value and virility for the future in America. *Jenks.* (June 23 to August 2.)

FEES

The following fees are required of each student:

Registration $5; tuition $2 per credit hour; and health $1, which entitles the student to free medical service during the Summer Session.

FACULTY

Jenks, Albert Ernest (Ph.D.), Professor of Anthropology, and Director of the Americanization Training Course, University of Minnesota.

Junek, Oscar Waldemar (Ph.D.), Assistant Professor of Americanization, Expert in Industrial Americanization work, Department of Anthropology, University of Minnesota.

Clark, Bertha W. (M. A.), Instructor of Americanization Training, Expert in Home Americanization work, Department of Anthropology, University of Minnesota.

Melvin, Bruce Lee (M.A.), Assistant, Department of Anthropology, University of Minnesota.

Dow, Harriet, Experienced field worker and teacher of Americanization, Yorkville Neighborhood Association, New York City.

Nicholson, Anne M. (Ph.D.), Director of Evening Schools for Foreigners, San Francisco, California.

Wiles, Ernest P. (M.A.), Director of Americanization Schools, and Assistant Superintendent of Public Schools, Akron, Ohio.

Young, N. A. Superintendent of Schools, St. Louis County, Minnesota.

OPPORTUNITIES FOR PRACTICAL TRAINING

Minnesota has a larger per cent of foreigners than any other state. At least forty-seven distinctive groups of foreign peoples are here. The leaders of many of these groups are our personal friends, and are co-operating in an organized way with our Americanization Training Course.

Such conditions make possible first-hand acquaintance, under expert supervision, with many aspects of Americanization work.

During the Summer Session practical Americanization work among foreigners will be carried on in at least four of the Minneapolis public school buildings, in certain industrial plants, in churches and community buildings and in foreign homes.

Ten years ago we first mapped Minneapolis, showing racial residential districts. These residential districts, foreign churches, and other racial organizations, racial programs, etc., are open to our trained Americanization leaders who know and understand sympathetically our newest candidates for American citizenship. Racial leaders will present the point of view of their respective races in present-day American problems, thus affording our students an invaluable contact and racial reaction.

Because of the healthful and rural conditions of Minnesota, largely lacking in the burdensome problems so intimately associated with congestion and immobility, Americanization work and training can nowhere be pursued in a more hopeful or promising atmosphere.

Look over the "Courses Offered," noting the scope and practical value of the opportunity for knowledge and inspiration, and then make your plans at once to attend the first Summer Session of the Americanization Training Course at the University of Minnesota, Minn., June 23 to August 2, 1919.

For further information write Dean Lotus D. Coffman, Director of the Summer Session, or Professor Albert Ernest Jenks, Director of the Americanization Training Course.

CHAPTER XXII

Mississippi

J. W. Broom, *Assistant Superintendent of Public Education,* Jackson. Letter, October 30, 1919. Bulletin, "School Laws of the State of Mississippi, 1918."

1. State Legislation — Compulsion for Minors

School Laws. Chapter 258, *Laws of* 1918. (See pp. 72–75.)

AN ACT to compel the attendance at school of children within certain ages in the State of Mississippi; to fix exceptions to such provisions; to provide means for the enforcement of this act; to require reports from private or parochial schools; to make it unlawful for any parent, guardian or other person occupying the place of parent to violate the provisions of this act.

Section 1. Be it enacted by the Legislature of the State of Mississippi, That on and after the first day of September, 1918, every parent, guardian or other person in the State of Mississippi having control or charge of any child or children between the ages of seven and fourteen years, inclusive, shall be required to send such child or children to a public school or to a private, denominational or parochial school taught by a competent instructor, and such child or children shall attend school for at least sixty days during each and every scholastic year; provided that the county school board, or in case of a separate school district, the board of trustees, shall have power to reduce the period of compulsory attendance to not less than forty days for any individual school; provided further, that the period of compulsory attendance for each school shall commence at the beginning of the school, unless otherwise ordered by the county school board or by the board of trustees of a separate school district, as the case may be.

Section 2. That any and all children who have completed the common school course of study or the equivalent thereof, shall be exempt from the provisions of this act, and in case there be no public school within two and one-half miles by the nearest traveled road of any person between the ages of seven and fourteen years inclusive, he or she shall not be subject to the provisions of this act unless public transportation within reasonable walking distance is provided; provided further, that the teacher of any school with the approval of the trustees of the school shall have the

authority, in the exercise of their discretion, to permit the temporary absence of children from the school, between the ages of seven and fourteen, inclusive, in extreme cases of emergency or domestic necessity.

Section 3. That any and all children who are physically or mentally incapacitated for the work of the school are exempt from the provisions of this act, but the school authorities shall have the right, and they are hereby authorized, when such exemption, under the provisions of this act, is claimed by any parent, guardian or other person having control of such child or children, to require from a practicing physician a properly attested certificate that such child or children should not be required to attend school on account of some physical or mental condition which renders his attendance impractical or inexpedient.

Section 4. That in case where, because of extreme poverty, the services of such children are necessary for their own support, or the support of their parents, as attested by an affidavit of said parents, the teacher shall, with the consent of the trustees, spare such child, shall show before an officer by affidavit, that the child is without necessary books and clothing for attending school and that he is unable to provide them, the said child may be excused from attendance, until, through charity or other means, books and clothing have been provided, and thereafter the child shall no longer be exempt from such attendance.

Section 5. That it shall be the duty of the principal teacher of all schools to report to the county superintendent all cases of non-enrollment and non-attendance in accord with section 1 of this act. In all cases investigated by the county superintendent, where no valid reason for non-enrollment or non-attendance is found, it shall be the duty of the county superintendent to give written notice to the parent, guardian or other person having control of the child, which notice shall require the attendance of said child at such school within three days from date of said notice.

Section 6. That if within three days from date of service of such notice, the parent, guardian or other person having control of such child, does not comply with the requirements, the county superintendent may, if he deem it necessary, make affidavit against such parent, guardian or other person having control of such child, before any justice of the peace, mayor or police justice of any town or city as the case maybe, in which such offense shall be committed,

which court is hereby clothed with jurisdiction over all offenders with full power to hear and try all complaints, and on conviction, punish by a fine of not less than one dollar ($1) nor more than ten dollars ($10) for each offense and enforce their collection.

Section 7. All school officers, including those in private, denominational or parochial schools in this state, offering instruction to pupils within the compulsory attendance ages, are hereby required to make and furnish all reports that may be required by the state superintendent of education and by the county superintendent of education, or by the trustees of any municipal separate school district, with reference to the working of this act. Every teacher employed in the public schools of the State of Mississippi is hereby required to make a report to the county superintendent or principal of a municipal separate school district in which he may be employed, showing the names and addresses of all pupils who have been truant or habitually absent from school during the previous month, and stating the reason for such truancy or habitual absence, if known.

Section 8. That in case any pupil has become habitually truant or a menace to the best interests of the school which he is attending, or should attend, then it shall be the duty of the teacher to report such fact and condition to the parent, guardian or other person having control of such child, who shall be held liable, under the provisions of this act, for the regular attendance and good conduct of such child, unless such parent, guardian or other person having control of such child shall state in writing to the teacher that he or she is unable to control such child, whereupon said teacher shall proceed against such incorrigible pupils as a disorderly person before a court of competent jurisdiction, and said child upon conviction may be sentenced to any custodial institution that may be open to such children. If there be no available institution, then such incorrigible child shall be expelled from school.

Section 9. That in order that the provisions of this act may be more definitely enforced, the county superintendent of education shall, not later than ten days before the annual compulsory attendance term, furnish to each principal of a rural school and to the superintendent or principal teacher of the school or schools in any municipal separate district, a list of all the children from seven to fourteen years of age, inclusive, who should attend the school or schools under the charge of the said principal teacher of the rural school, or of the superintendent or principal of the school or

schools in any municipal separate district, as the case may be, giving the name, date of birth, age, race, sex and estimated distance from the schoolhouse by the nearest traveled road, the name and address of parents, guardian or other person in parental relationship.

Section 9 (a). The provisions of this act shall not be applicable to any county in the state, unless and until an election shall have been held to determine whether or not the people of said county, or of any supervisors' district, separate school district or consolidated school district shall vote to come in under same.

Section 9 (b). The board of supervisors of any county shall, upon petition signed by 20 per cent. of the qualified electors of said county, or 20 per cent. of the qualified electors of a supervisor's district, or by 20 per cent. of the qualified electors of any separate school district, or by 20 per cent. of the qualified electors of any consolidated school district of said county, order an election to be held in the county at large, or in a separate school district, or in a consolidated school district, as the case may be, to determine the will of the people as to whether said county or separate school district, or consolidated school district shall come under the provisions of this act. In the event a majority of those voting in said election shall vote for compulsory school attendance, then the provisions of this act shall apply, and not otherwise.

Section 9 (c). Provided, that in any county, or supervisors' district, or consolidated school district, or separate school district where a special election shall have been held and carried in favor of the provisions of this act, no subsequent election on the subject of compulsory school attendance shall be held within four scholastic years after the date of such election.

Section 10. That this act take effect and be in force from and after September 1, 1918.

2. **Letter from J. W. Broon, Assistant Superintendent of Public Education, Jackson, October 30, 1919:**

"The percentage of foreign-born in Mississippi is very small indeed. We have 9,770 foreign-born immigrants in the state. These are scattered throughout the state in such a way as to render almost impossible the organization of classes of foreigners only.

"I am thoroughly convinced that Americanization should be taught, and that this is the work of the public schools."

3. Citizenship Training Through Public Schools

School Laws, Chapter 110, Laws of 1916, "Illiteracy Commission". (See pages 136, 137.)

Section 4922. Hemingway's Code. **Creating a state illiteracy commission.** 1. There is hereby created a commission to be known as "The Mississippi Illiteracy Commission," which shall be composed of five persons, both men and women, including the state superintendent of education, who shall be ex officio a member thereof. The commissioners shall be appointed by the state superintendent of education and shall be selected for their fitness, ability and experience in matters of education, and their acquaintance with the conditions of illiteracy in the State of Mississippi and its various communities.

Chap. 110, Laws 1916.

Section 4923. Hemingway's Code. **Commission made a body corporate — officers of same.** 2. That the members of the commission shall be and are hereby constituted a body corporate with all the powers necessary to carry into effect all the purposes of this act. The commissioners, after their appointment and qualifications, shall organize by electing from their membership a president and a secretary-treasurer. The secretary-treasurer shall execute a bond to the State of Mississippi in a reputable bonding company and in such an amount as the commsision may approve, for the faithful performance of the duties of his office and for the proper handling and accounting of all properties and moneys which may come into his hands by virtue of his office; provided, that the secretary-treasurer may be removed by the commission and a successor appointed by the commission, in its discretion.

Chap. 110, Laws 1916.

Section 4924. Hemingway's Code. **Collection of data** as to adult illiteracy. 3. That it shall be the duty of the commission and it shall have the power to make research, collect data, and procure the services of any and all communities of the state looking to the obtaining of a more detailed and definite knowledge as to the true conditions of the state in regard to its adult illiteracy, and report regularly the results of its labors to the governor, and to perform any other act which in its discretion will contribute to the elimination of the state's adult illiteracy by means of the education

and enlightenment of illiterate persons in the State of Mississippi; and the commission shall expend any funds or use anything of value it may receive in accordance with such regulations as it may from time to time adopt; provided, however, that any or all funds which may come into the hands of the commission shall be expended in keeping with the general purposes of this act.

Chap. 110, Laws 1916.

Section 4925. Hemingway's Code. **Commission may adopt its own rules.** 4. That the commission shall adopt such rules and regulations as may seem expedient for carrying on its business in a manner which shall seem to it most satisfactory.

Chap. 110, Laws 1916.

Section 4926. Hemingway's Code. **Members to receive their expenses only.** 5. That the members of this commission shall receive no compensation for their services nor expenses of any kind out of the state treasury, but they shall be reimbursed out of any funds which may come into the hands of the commission from other sources for the use of the commission for their actual traveling and other necessary expenses incurred in the performance of their duty.

Section 4927. Hemingway's Code. **No appropriation to be made.** 6. That no appropriation shall be made in aid of the commission created in section 1 of this act from any state fund.

CHAPTER XXIII

Missouri

SAM A. BAKER, *State Superintendent of Public Schools,* Jefferson. Letter, October 27, 1919. Bulletins, "Revised School Laws of the State of Missouri, 1917", and "Supplement, New and Revised School Laws of the State of Missouri Passed by the Fiftieth General Assembly."

1. State Legislation, Compulsion for Minors

Supplement, New and Revised School Laws. (*Page* 10.)

Section 10896. **Parents and guardians required to send children to school.** Every parent, guardian or other person in this state having charge, control or custody of a child between the ages of seven and fourteen years, shall cause such child to attend regularly some day school, public, private, parochial or parish, not less than the entire time the school which said child attends is in session, or shall provide such child at home with such regular daily instruction during the usual hours as shall, in the judgment of a court of competent jurisdiction, be substantially equivalent at least to the instruction given the children of like age at said day school in the locality in which said child resides; and every parent or person in this state having charge, control or custody of a child between the ages of fourteen and sixteen years, who is not actually engaged for at least six hours each and regularly and lawfully day in some useful employment or service, shall cause said child to attend regularly some day school, as aforesaid. *Provided,* that a child between the ages aforesaid may be excused temporarily from complying with the provisions of this act, in whole or in part, if it be shown to the satisfaction of the attendance officer, or if he declines to excuse, to the satisfaction of a court of competent jurisdiction, that said child is mentally or physically incapacitated to attend school for the whole period required, or any part thereof, or that said child has completed the common school course as prescribed by constituted authority, or its equivalent, and has received a certificate of graduation therefrom.

2. State Legislation — Minors of Employment Age

Supplement, New and Revised School Laws. "Part-Time Schools for Employed Children." (*Pages* 22, 23.)

Section 1. **Providing for part-time schools.** Whenever in any school district in this state shall be issued and in full force and effect not less than twenty-five employment certificates for children under sixteen years of age, such school district shall establish and maintain part-time schools, departments or classes for such employed children for not less than four hours per week and for a term not less than that in which schools are regularly in session in such district.

Section 2. **State standards.** The state board of education shall establish standards for the establishment and maintenance of such schools.

Section 3. **Federal funds available, when.** Whenever such part-time schools shall have met the standards of the federal act and the standards established by the state board of vocational education, they shall be entitled to share in the distribution of the federal funds available under the provisions of the federal act, and such state funds as shall have been appropriated for the promotion of vocational education under the provisions of the Missouri vocational education law approved March 15, 1907.

Section 4. **Attendance.** The attendance on such part-time school, department or class, shall be counted as a part of the time the minor can be employed.

Section 5. **Responsibility for execution, where placed.** Responsibility for the execution of this act shall rest upon the state board of vocational education. Responsibility for local administration shall rest upon the local board of education or school authorities, maintaining the instruction given.

Section 6. **State board of vocational education may excuse.** The state board of vocational education may, upon special hearing in each case, excuse a city, village, town, county or district from either establishing or maintaining part-time schooling.

Section 7. **Annual report required.** The state board of vocational education shall make an annual report to the legislature of its administration of this act, with its policies and regulations, and the statistics and finances involved.

Section 8. **Penalties.** All of the penalties provided in the compulsory education law for Missouri are hereby made applicable in requiring the attendance of children under sixteen years of age

upon a part-time school, department or class whenever such part-time school, department or class shall have been established in any school district.

Approved, June 2, 1919.

3. Citizenship Training Through Public Schools

Revised School Laws. Article XI. Education." (See p. 158.)

Section 1. A general diffusion of knowledge and intelligence being essential to the preservation of the rights and liberties of the people, the general assembly shall establish and maintain free public schools for the gratuitous instruction of all persons in this state between the ages of six and twenty years.

Revised School Laws. (*Page* 110.)

Section 10889. **Board of education may establish free night schools, when.** The board of education in school districts organized under provisions of article IV, article XII or article XIII of Chapter 106 of the Revised Statutes of 1909, upon the receipt of a petition signed by fifty or more freeholders requesting such action, are hereby authorized and empowered to establish and maintain free night schools, to make all necessary rules and regulations therefor, to fix the rates for tuition of pupils above the age of twenty years and of such others as are not entitled to receive free public school privileges in the district in which such school is maintained, and to have general charge and control over such school; *Provided,* that such boards of education may grant the use of, or lease, any of the public school buildings in their respective districts to any responsible party or parties for the purpose of conducting a free night school therein; *Provided, however,* that when the use of a school building is granted or leased for the above named purpose, it shall be the duty of the party or parties using it to keep it clean and in good repair and to leave it in as good condition as it was when they took charge of it; *Provided further,* that should the party or parties so using the said school building fail to comply with the provisions of this section, the board of education of such district shall refuse them further use of it until said provisions are complied with.

4. Citizenship Training Through the Y. M. C. A.

The Board of Directors of the Industrial Department of the St. Louis Y. M. C. A. is composed of eleven representatives of the largest industries in the city.

Thousands of "Coming Americans" have been met by the Y. M. C. A. at the Union Station in St. Louis.

Since December, 1913,

23,106 were met at the train.

20,109 were rendered definite service.

2,369 came to stay in St. Louis and have made their homes with us.

222 were aided in securing employment.

What an immigrant writes:

"Thank you a thousand times for the trouble you took to put me right. I was very glad to meet you at the St. Louis Station. I asked God to send some one to speak a few cheering words to me, a stranger in a strange land. It helped me all the rest of my journey."

Twenty-seven English classes were conducted during last winter.

Three hundred and forty-three men enrolled in these classes. Several of them unable to read or write even in their own languages, have learned the use of every day English.

What a Croatian who attended our citizenship class said:

"I have learned to read and write what you put on the blackboard in your English class last winter. I could not read or write my own language."

A letter from one of the volunteer teachers:

"We have come to the close of the season's work and I want to express my appreciation to you for enlisting me as one of the teachers among the foreign-born. I have been a pupil as much as those men enrolled in my class. I have gained more than I was able to give.

"I hope that my next year's work will enable me again to help you in your great work."

What Mr. M. B. Bevington, chief naturalization examiner, writes about the work:

"The question is, does our service to humanity demand that we hunt out these persons, and place in their hands means to educate themselves and make them good patriotic American citizens. The Y. M. C. A. has answered this question in the affirmative. Since your classes have started, possibly seventy-five members thereof have applied for citizenship. Of these a number have previously made application and had their applications rejected because of their

inability to comply with the requirements of the statutes, such as speaking English. These men after the course of instruction received from the Y. M. C. A. had no difficulty, whatsoever, in securing naturalization.

"I am speaking of cases that came to my own attention.

"In their courses they seemed to have embodied a patriotic regard for the United States, its history, institutions and ideals that could not but help make them better men, as well as better citizens. They individually profited by the instructions, but at the same time the country also profited by it. I feel, therefore, gratified in the knowledge that there is an institution like the Y. M. C. A. to which Jew and Gentile, Catholic or Protestant, may alike resort for common aid, such as has been given in these citizenship classes inaugurated by you."

Classes are conducted in foreign clubs, boarding houses, public libraries, saloons, barber shops, bed rooms, a doctor's waiting-room, a foreign church and the Y. M. C. A.

Nationalities enrolled in English and citizenship classes:

Greeks	Dutch	Mexicans
Spaniards	Swedish	Bohemians
Hungarians	Servians	West Indians
Austrians	Jewish	Bulgarians
Roumanians	Italians	Polish
Croatians	Dalmatians	Armenians
Albanians	Russians	Germans
Turks	Swiss	Portuguese
Danish	Egyptians	

NATIONAL ENAMELING AND STAMPING COMPANY

"I am writing to express my appreciation, and that of the Company, for the work that the Industrial Department of the Y. M. C. A. has done at our plant on Second and Destrehan streets among the foreign-born.

"I cannot praise this work too highly, as I think it is most important, particularly during the present state of national affairs, to give the foreign-born a correct impression of the United States, its institutions and its language."

Medart Patent Pulley Company

"At no time in the history of the Association has the work of getting foreigners closer to their duties been more important than at the present time, as undoubtedly the future of our country is going to depend very largely upon securing a better understanding with the people who come to this country to make it their home, and to impress upon them that in securing the benefits that this country gives them, they must be willing to assume some of the responsibilities that go with citizenship."

English Class for Foreigners — Employees International Shoe Company

Some of the English classes in the industries are conducted directly after working hours, and in other plants where the employees live near to the industries, they return later in the evening. Afternoon instruction is given to men who are working nights. All of these classes meet twice a week. The companies have fitted up rooms in the plants for these evening and afternoon meetings.

Forty-four of these classes were conducted during the year in factories and foreign communities, with an enrollment of 1,096, and an attendance of 5,932. . . .

A working knowledge of English for foreign-born workers is of great economic value for the industries and of great strength to our national life.

Workers should be requested to learn English in public evening schools, or if that is not possible, in classes organized in industries and communities. An attendance card of some English school should be requested each month by the foreman of his department, and a report of such cards made, with the name or number of each man, and submitted to the general manager of the concern. A good reason should be asked for every absent mark on his card, and urged to improve his record.

Ignorance endangers our national constituency and breeds anarchy; and personal interest in workers awakens fidelity and responsibility to the employer and the government under which he lives.

The foreign-born needs a knowledge of our institutions and ideals together with the real privilege of American citizenship obtainable only through a knowledge of English.

CITIZENSHIP CLASS

Three of these classes were conducted during the year, to which 497 were invited by letter, to which 438 responded and passed their examinations required by the Naturalization Bureau. Two hundred and thirty men were assisted in filing their first, or petitions for second papers.

Nationalities represented:

Russian	Greek	Croatian
Danish	Bohemian	Scotch
Martinique	Austrian	Spanish
Italian	Roumanian	Jewish
Swedish	Turk	Syrian
Hungarian	Lithuanian	Albanian
Dutch	German	English
Slavonian	Irish	Canadian
Bulgarian		

MASS MEETING OF FOREIGN-BORN

More than 20,000 foreign-born from all parts of the world were represented at this loyalty meeting, demonstrating that they were for and with America first, last, and all the time. Open-air meetings and picnics with individual groups are held several times during the summer months.

One of the foreign speakers at the above meeting said:

> "These people have come from under many flags to the shelter of the one great flag, the Stars and Stripes of America, under which they hope to work out a future for themselves and their families, but we need whole-hearted Americans to help us that we, like they, may grow to full duties and privileges of citizenship."

SHAW AVENUE PLAYGROUND AMONG ITALIANS WEST OF KINGSHIGHWAY — ILL-NAMED AS "DAGO HILL"

Young Americans and future Americans who never had a place to play. This character building enterprise was made possible through contributions of some of the neighboring manufacturing plants, and generous citizens, at our suggestion. After completing the equipment we presented it to the City's Playground Department, which now takes care of it.

The St. Louis Young Men's Christian Association has been conducting a study in Immigration Service at the Union Station under the direction of Mr. Harry ter Braak, of Ellis Island, New York. The following statistics cover the period of investigation from December 1, 1913, to March 1, 1914:

Immigrants met	5,181
Foreigners (not immigrants)	783
American young men, strangers in the city	601
	6,565

DEFINITE SERVICES RENDERED

Guided to second-class waiting room	963
Helped on connecting trains	1,232
Tickets bought to other points	176
Baggage rechecked	122
Protected from questionable persons	15
Interpreted for officials	116
Located defrauded cases	12
Assisted to communicate with relatives and friends	186
Guided to addresses in the city	249
Guided through other agencies	269
Sent telegrams and letters to relatives and friends	45
Followed up in the city	369
Assisted in securing boarding houses and rooms	17
Helped and advised for employment	30
	3,801

IMMIGRANTS REMAINING IN ST. LOUIS

Nationalities

Albanians	136
Italians	223
Armenians	40
Greeks	85
Polish	61
Russians	47
Macedonians	8
Bulgarians	21
Syrians	8
Jews	37

Roumanians	4
French	1
Turks	5
Slavonians	1
Hungarians	36
Lithuanians	8
Wallachians	2
Ruthenians	½
Bohemians	12
Germans	8
	747

LINKS THAT COMPLETE THE CHAIN

Association secretaries are at work on outgoing steamers in twelve European ports on advising and helping young men in every possible way; distributing cards of introduction to the Y. M. C. A. in thirty different languages; informing the newcomer to look for men with a Y. M. C. A. cap at places of landing.

Secretaries often work on board during the voyage with games, music (graphophone), stereopticon, literature, practical English lessons, etc.

WHEN PARTING WITH THE FIRST FRIEND

Secretaries are stationed both at American and Canadian ports, ready to counsel and assist *all*. Inland secretaries are notified to meet them if so desired.

THEY MEET WITH THE SECOND

A vast number of American associations have secretaries meeting the trains and rendering the same services. They have welcome clubs and strangers' committees, who look after these young men. They keep a well revised boarding-house list. Many have a strangers' tea on Sunday to make them feel at home.

The Association organizes classes in English, civics and citizenship, usually at night, conducted by volunteer students, and does everything it can to surround them with helpful and character building influences as soon as they arrive.

AND ARE PUT IN TOUCH WITH THE THIRD

Abstracts from a Few Letters

"Please find enclosed check to cover your favor of the 23rd inst. which enable me to proceed on my journey home. When I come to St. Louis I will personally thank you again for your great kindness. A. McC.

"To begin with, many thanks for your kindness. I arrived safely in Ilasco, Mo. The money you so kindly gave me kept me until I found work; and I still had ten cents left. I went to the cement factory and presented the Y. M. C. A. card you gave me and was put to work. Now I am able to make my own way and I want to thank you a thousand times for enabling me to take care of my family. JACOB ORESIC.

"Mr. Hans Sellenick presented your note of introduction yesterday. He came to my office with his sister and we hope to be able to lend him some service. We appreciate your interest in giving him the note of introduction.

C. S. BISHOP, *Secretary.*

INCIDENTS

The following article appeared in the "Post-Dispatch" of December 16, 1913:

Y. M. C. A. MAN SAVES TOURIST FROM ROBBERY

FINDS FRENCHMAN WAITING AT STATION FOR COUNTRYMAN WITH $100,000

The timely arrival at Union Station Monday evening of H. ter Braak, representing the immigration service department of the Y. M. C. A., probably saved a French tourist from the hands of two confidence men.

The traveler was nervously pacing the midway when ter Braak approached and inquired if he could do anything. The foreigner did not understand, and impatiently waved ter Braak aside, but the latter, being a linguist, soon learned that the Frenchman was waiting for two men, one of whom carried a grip containing $100,000.

"They are Frenchmen, too," said the traveler, "and are going to place my money in their grip for safekeeping."

Ter Braak called a policeman, whose uniform impressed the foreigner, while the Y. M. C. A. official explained to him that he was waiting for men evidently bent on robbing him. The Frenchman said he had 300 francs and $13 American money with him.

Four Italians carrying cards of introduction from other immigration secretaries passed through St. Louis on their way to California. As soon as they saw the letters "Y. M. C. A." they hastily got their cards of introduction out of their pockets. One was from Naples, Italy; one from Havre, France; and two from Ellis Island, New York.

"We have been instructed that you would be ready to help and advise us on our journey to California," said one of them. They were assisted and continued on their way grateful at such a chain of service.

A Russian widow and two children from Arkansas changed trains in St. Louis on their way to the home country. Her husband had died and she was left without friends. Station officials understood that she had insufficient funds to take her to New York. Upon interpretation she brought forth sufficient money for a ticket, and $14 besides. A letter in her possession showed reservation for ocean passage.

The Young Men's Christian Association served 310,290 men in the last two years.

PROGRAM OF AMERICANIZATION

MANAGEMENT

Survey

Know your field. Find out to what peoples your foreign-born neighbors belong, how many of them know English, and how many of them are fellow-citizens. Housing and living conditions have much to do with men's outlook on life. Learn how and where the foreign-born live. Know their religious leaders. There are many fields but one Shepherd. If you need an outline for a survey, write for one.

Advertising

Printer's ink is good, if you put your facts in order. Employers want facts and not fancies. Prepare your case well and present it

clearly and concisely. The "Y" man sells goods bearing the trade-mark of Heaven. If at first you don't succeed, try again. Presidents and general managers are human. They do more for the well-being of their employees than demagogues will or can. Arm yourself with testimonials of men who know the benefits of a Y. M. C. A. among industrial workers. Apply and we will send you lots of them.

Plant Organization

Capitalize the sense of solidarity. Every plant has or should have the family feeling. Each worker should feel his concern is the best place to work in town. Plan your program in this vein and the employer and the employees will be with you. Organize a Plant Executive Committee, on which are the general manager, superintendent, and heads of departments. Get your sub-committees, on which are foremen and intelligent and sympathetic workmen of native and foreign birth. Arrange a joint conference for all committee men to discuss the whole program. Divide the work carefully and see that the men do the work. Never forget the fact of group consciousness. Plan definitely for cultivation work for the industrial leaders, and know that though they are willing to work with the foreign-born they have a class consciousness which must be recognized.

Equipment

You need a building to house your activities. If you work for an industry, tell the concern that you cannot produce maximum results without a power-house. You don't need a palace. Democracy was made safe by men who frequented huts. The foreign-born may learn what democracy is by patronizing a hut.

Finance

You need funds. Until you house your activities, the work must be financed from other sources than the wage-earners you serve. Show the president of the plant the advantage of membership and revenue-producing features. Men are willing to pay for privileges. They will take more interest in the Y. M. C. A. when their money goes into it.

CO-OPERATION

Executive Conference

Plan conference dinners for manufacturers, general managers, superintendents, administrative officers, etc. Keep the group consciousness in mind. These men in a plant or in a city should be

brought together because of their common interest. Your objective should be (a) to bring before them prominent speakers on Americanization; (b) to hear reports of work done for their employees; (c) to discuss plans for advanced work for immigrant workers; (d) to emphasize the inalienable relation between the character of the industries and the character of the community.

Brotherhood Dinners

Plan regular dinners for foremen and subforemen. This group should be that interested in "hiring and firing" men. A regular organization is necessary to bring about successful meetings. The objective should be (a) how best to handle immigrant labor; (b) conduct a forum for exchange of ideas and experiences in handling foreigners; (c) present speakers who know the foreigner and how best to handle him; and (d) the democratic significance of hearty good will and impartial justice between foremen and the foreign-born.

Get-Togethers

Plan in season: picnics, outings, carnivals, socials, mass meetings, pageants, etc. Both the native and foreign-born leadership must co-operate to make these a success. The objective should be (a) the promotion of kindly feeling between the native and the foreign-born for the good of the community; and (b) the welding of the various peoples into one strong American brotherhood. Key every gathering to patriotism and loyalty to America.

Advisory Councils

The laws and customs of nations differ. The foreign-born, trying to adjust his life to America, gets into difficulties. He needs a counselor. Organize advisory councils offering free advice on personal problems, vacation, home life, working conditions, business dealings, etc. This gives personal contact plus prime social service. Every foreign-born man needs a big-hearted native brother.

Community Relations

The "Y" is not the only star guiding the foreign-born. Federal, state and community agents are also interested in him. See that you co-operate with these. Keep up friendly relations with the public schools, the charity organizations, the immigration bureau, etc. Use them whenever you can; co-operate with them when-

ever possible; only remember that *the Y. M. C. A. has a special message for coming Americans which cannot be delegated to other agencies.*

EDUCATION

English Classes

Organize your classes according to nationality. Find out how much English the men can talk, read and write, and group them accordingly; fifteen men make a good class; meet twice a week; use the Roberts system, tens of thousands have learned English by it. Select your teachers with care, and see that they know how to teach. Give the work close supervision. Interest the foreign-born leaders in your work, and show the superintendent and foremen how it is done. As a missionary of the Y. M. C. A. you cannot afford to miss the approach a class in English affords. Go to the men and carry something more than English to the classroom.

Naturalization

Foreign-born men form three groups: Citizens, those with first papers, and aliens. Working with the industries, classify the foreign-born workers into these three groups. Give citizens literature on good citizenship, help those with first papers to get their second, and to every alien put the question: "Why are you not a citizen of the United States?" Keep close to the clerk of the Naturalization Court; put a sympathetic and capable young lawyer in charge of the class in naturalization. "Civics for Coming Americans" (Association Press, 347 Madison avenue, New York City), is a work specially prepared to help men to citizenship. Begin with the local government; show on a chart its political divisions and also how the political organization works. Show the relation between the city government and the works. Show the relation between the city government and the county, the state, and the national government.

Lectures

Pictures are a universal language. Let slide or film carry messages of hope and cheer to men anxious to learn what America is and who were its makers. When national groups and cosmopolitan crowds come together, the lantern is a good entertainer. Let it talk in the tongue of the old world as well as that of the new. The foundations of twentieth century civilization were laid on the rivers Nile, Tigris, Euphrates, and on the shore of the Mediterranean

and Baltic seas. The foreign-born as well as the native-born will be glad to learn how it was done. Americanization is the blending of the best in the old and the new worlds. The lantern can be used in halls and out of them, in winter and summer. Send for outline of subjects of lectures and films.

Literature — Libraries

The printed word has a message. When good literature on Americanization is put out by federal or state department, private agencies or local bodies, the " Y " should use it. A list of such publications will be sent on request. Public libraries can serve the foreign-born by securing the right kind of books in their tongues for circulation. See that the library does this. Try to establish traveling libraries in foreign communities far removed from libraries.

Life Problem Clubs

Many foreign-born men know enough English to read any ordinary book. They need practice in talking. Organize clubs for the discussion of life problems, national issues, and international relations. Leaders among foreign-born groups will take to this. It is a field that needs cultivation.

Race Psychology

Nations differ. Their background is different. All foremen and superintendents don't think of this. Organize a class in race psychology to deal especially with the background of immigrant peoples, the forces shaping their lives, and how America can use these agencies for the purpose of getting the best results from these men in American industries. Outline of discussions will be sent on application to this office.

SOCIAL

National Group Activities

Each nation has its story and its heroes, its music and its poetry, its art and its folk lore. They cannot forget these in an adopted country. Let the " Y " pave the avenue of self-expression for these accomplishments. Success in this depends on organization. The program should be carefully worked out with foreign-born leaders. The best date is a national birthday in their or in our history. America gains by conserving the culture of the fifty varieties of peoples coming to America. Italians and Greeks, Slavs and

Chaldeans, were closer to the beginnings of civilization than Teutons and Saxons. They have much that is of interest to us if they are encouraged to exhibit it.

Cosmopolitan Meetings

More than fifty varieties of peoples have contributed and still contribute to the life blood of America. Those who go into the "melting pot" should become conscious of the Divine Plan in the bringing together of the nations of the earth on this continent. The future of humanity is more involved in what is done here than in any other country under the sun. America in the war made the world safe for democracy. All peoples in a community should occasionally be brought together to feel the importance of the welding process, and consciously contribute their part to American democracy. Perfect organizations among every people. This will contribute to the success of the "melting." The purpose of the Y. M. C. A. should be clearly expressed. The dominant note should be the "Coming American." Patriotic societies among the native-born gladly participate in a program of this nature. The real American has cosmopolitan sympathies.

Entertainments

Programs for entertainments should be worked out very carefully. Both native and foreign-born talent should be used. Friendly rivalry between the several national groups should be encouraged. Trophies to the winners can be secured from friends of foreign-born men or from public-spirited citizens. Dinners prepared by the housewives of foreign homes — a la Italiana, or a la Grecia, or a la Hungaria, etc.— are popular and well patronized by Americans. Foreign production can enrich our intellect as well as our appetites.

Plant Rallies

Whenever a plant rally is arranged, don't overlook the foreign-born. The object of the rally should be fully explained to the leaders of foreigners. They will co-operate fully when they understand, and will contribute much to its success. Consider the types of peoples to be brought together when you prepare for them. Borrow a few pictures of their national heroes, put up their national colors, exhibit their national costumes, etc. Let them feel that an effort is made to appreciate something that is dear to them. Make

an effort also to have the native and the foreign-born mingle, emphasizing the family tie and the bond of Brother in the Fatherhood of God.

Carnival of Nations

The great objective of our work is Americanization. This should not be lost sight of in planning carnivals. The story of the American nation is full of episodes which lend themselves to dramatic presentation. The foreign-born will, in classes, lectures, and contact with native-born men, learn much about America. If by carefully planned programs they can be made to live in imagination through some of these scenes, they will absorb much of the spirit and the ambition of the makers of America. Let the foreign-born study the costumes of colonial days, copy them, imitate, no matter how faintly, the deeds of colonial heroes, and clearly enunciate the sentiments they felt — in this way the foreign-born will absorb more of the American spirit than they ever can or will in a classroom. The songs used on such an occasion should be patriotic, and the scenery true to the facts illustrated. Not only will the actors feel the inspiration of immortal epochs in American life, but their friends will also feel them, and all the spectators will catch a vision of what the purposes and ideals of Democracy are.

Citizenship Training through Civic Organizations

Letter from E. W. MENTEL, *Industrial Commissioner,* The Chamber of Commerce, Kansas City, December 27, 1919:

"We have had an Americanization Committee for a good many years doing general Americanization work, particularly through public meetings.

"Every year we have an Americanization celebration on the Fourth of July in honor of the newly naturalized citizens. For the past two years this has been at Swope Park with music, addresses, and last year we served refreshments to all the newly made citizens.

"We have been planning a survey of the foreign-born in Kansas City to determine just how many, and of what nationality, are unable to read and write, with the idea of promoting evening classes for these and assisting them in other ways in preparing them to become naturalized."

There follows an article on Americanization from "Greater St. Louis" of January, 1920, the official bulletin of the Chamber of Commerce of Kansas City:

THERE ARE A GREAT MANY RUDOLPH HONETSCHLAGERS

A 1920 PLATFORM IN ST. LOUIS

Work or starve.
Save or want.
Play together or you'll play hell.
Be a good American or get out.

("Saturday Evening Post.")

Rudolph Honetschlager lived in St. Louis. He was not yet nineteen years old. He was just at the age where impressions, good or bad, were being made on him, to become a part and parcel of Rudolph, the mature citizen. Rudolph could not read English nor speak it. His outlook on life was over an array of lathes, at the St. Louis Brass Manufacturing Company. He toiled daily alongside of his father. In so far as his work was concerned, he was satisfied.

Rudolph and his father were comparatively late arrivals from Denmark, and despite the fact that he could not understand the language spoken around him, the younger immigrant rapidly absorbed the real American attitude — he became truly ambitious. This desire was greatly handicapped by his ignorance of our customs and practices.

One night he attended a neighborhood meeting conducted by the industrial department of the Young Men's Christian Association. He found in that organization the opportunity which he sought. For almost four years, Rudolph attended the evening classes at the Soulard Library, learning how to express himself fluently in the language of his adopted country. He was a promising youth, and made rapid progress in his studies. Having finished the course at the library, he expressed a desire to his teacher to attend a regular public school. Through the "Y" teacher he was enabled to attend Central High School during the day time, being given night employment as an assistant in the boy's department at the Y. M. C. A. Rudolph is now a student in the Association College in Chicago, Ill.

Not only did this young Dane progress in his learning and knowledge of American customs, but he gained an insight into

citizenship which caused him to apply for his first papers on his eighteenth birthday. Because of government regulations, however, this was not possible until he reached his nineteenth year. Through such an opportunity for an understanding of American ways, Rudolph has been made a valuable law-abiding citizen. No malicious propaganda will get his ear, and he is proof against the growing sinister class, the wild-eyed agitator.

This is an individual example of what many people term the biggest job before, not only St. Louisans, but the entire country today, the Americanization of foreigners. One of the legacies of Mars has been a more or less intense period in our industrial relations, no small measure of which is traceable to the fact that a goodly per cent of the brethren of unrest are those who have no deep-rooted interest in American ideals. The importance of this unrest has undoubtedly been over-emphasized through the play of the spotlight of sensationalism on it, but thoughtful students of conditions admit that Bolshevism at the most conservative is no scarecrow. It is a condition which must be sanely met, and no more effective means is offered than that of making over foreigners to the American pattern.

Now, Americans possess that brand of ingenuity labeled "for emergency use." Yet this ingenuity is more or less dormant under a veneer of satisfaction. Gradually, however, the magnitude of the Americanization problem is being realized. The foreigner, a product of old world civilization, which is admittedly at variance with our own, arrives in this country expecting great things of America — equal rights, freedom, etc. His first requisite is subsistence, and that calls for work, and under the stress of "making a living" he finally finds himself virtually ostracized from any means of observing the very things which he expected to find. He becomes of the belief that this is not a land of freedom and equal rights; at least he hasn't found it so. If allowed to remain of this opinion his is a fertile mind to be embittered, through designing malcontents, into the doctrine of "no God, no law, no property."

STRANGER IN A STRANGE LAND

As a stranger in a strange land he naturally seeks the colonies where dwell the people of his own race in order that he may associate in an understanding way with his fellow men. The fact that

he cherishes deep memories of his native land is not to his discredit. It simply indicates that his is a nature that, under proper culture in this great republic, will produce an equally patriotic American. To do this requires more than teaching him the mere language, he must be made an American at heart.

By way of encouragement in Americanization work, it must be remembered that the civilization from which the foreigner emanates is one of culture and that within him are noble thoughts though expressed in a foreign language. He has a love for music and an appreciation of art which is equal to and perchance exceeds our own. All of these are favorable conditions which bespeak his response to Americanization methods.

The consequences of a disregard of making over the newcomer goes even beyond the results of unrest. The foreigner who has resided here for years in an environment that seldom brought him in contact with American principles is becoming dissatisfied with his own lot. It must be remembered that he is the tonnage, and not the brain power of the disrupted industrial life. He, himself, wearies of being the "blame" for it all. Aside from this, he is combating, and in his own way, the high cost of living. By frugal methods, however, the most of them have saved what in their native land would make them a man of means. All of these conditions, with an idea that the war has changed old conditions in his home land, make him look with favor on returning.

A recent statement appearing in the "Providence Magazine," official publication of the Providence, R. I. Chamber of Commerce, emphasizes this necessity of Americanization work from this viewpoint:

> "Already it is known that through Bolshevik influences many foreign-born residents are withdrawing savings bank deposits, cashing in their Liberty Bonds and selling their houses obtained only through years of toil; that a million and a half are bound to leave the country and that they would take nearly four billion dollars with them, to the great detriment of our industries which are depending upon time loans."

Americanization work has been attempted in various phases for the last decade or so in St. Louis, and its practice throughout the country has especially gained momentum following the armistice, because our present state of affairs is a warning that the un-Americanized foreigner is a liability rather than an asset. Conditions will regain normality with greater rapidity under the

influence of an Americanization program than by many of the high-sounding theories of economists.

National unity cannot be obtained unless the light of education is taken to the foreigners, that they might think, speak, and act in terms American. When the 13,000,000 foreign-born of the United States have been imbued with the ideals of our own liberty loving people, the wire-haired parlor Bolshevists will be patronizing the "Help Wanted" columns.

CITY'S FOREIGN POPULATION

St. Louis, with an estimated foreign population of at least 145,000, representing twenty-eight nationalities, has a problem in Americanization that is growing daily, and one which should command the attention of a combined movement along these lines. Our foreign-born population runs about 17 per cent. and our population of foreign-born parents, 31 per cent. The dire need of this work as a preservation measure makes it worthy of enlarged central direction, working without doubt through the present efficient agencies, but by a concentrated plan and under co-ordinated directions of the various organizations now interested in this movement. One of the first established efforts of this kind is under the auspices of the Industrial Department of the Young Men's Christian Association.

During the winter of 1914, three classes for foreigners were established in what is commonly known as "Dago Hill," more properly the Fairmont District, with a total enrollment of fifty-four Italians. The next year twenty-eight classes were organized with an enrollment of 760. In 1916 there were thirty-seven classes, total amount of students 1,098. There are at present about ninety-nine classes with a total enrollment of 1,889. Aside from this, there are conducted citizenship classes, which have an average enrollment of 1,134.

During 1919 St. Louis gained 661 American citizens through naturalization of foreign-born. There are on hand in the District Federal Court applications for "petitions for second papers" amounting to 1,500.

There are also thirty classes for instruction of foreign mothers under the supervision of a woman secretary. The department keeps in touch with the social life of the enrolled students and various sorts of entertainments and celebrations are arranged.

The more important recent development of this work has been a series of noon meetings in the larger industrial plants of the city, at which time a practical message is brought to the worker, both foreign-born and native-born. So called noon-hour shop meetings are being held regularly at such institutions as American Brake Company, Brown Shoe Company, Monsanto Chemical Works, Medart Patent Pulley Company, Cupples Company, Century Electric Company, Quick Meal Stove Company, International Shoe Company.

Reach Foreigner Through Industries

" Plant night " celebrations have been held by employees of such firms as Cupples Company, Century Electric Company and Swift & Company. In this way over 40,435 men have been reached. In this respect, the " Y " Industrial Department, through contact with the men, has brought about a better feeling between the employer and employee. There are numerous cases on record wherein the services of the department in an advisory way have been effective in a reduction of unrest in the plant.

Realizing the benefits of this type of work at this time, the " Y " Industrial Department is gradually extending its efforts to bring the employer and employees into closer relationship.

Harry ter Braak, a member of the Americanization Committee of the Chamber of Commerce is secretary of the Industrial Department of the Y. M. C. A. and in direct charge of all this work. Ter Braak, himself a Hollander by birth, understands the foreigners' initial experiences in this country as few people do; from the time they leave New York he is informed through the port secretaries of the " Y " of their intended arrival in St. Louis. In this manner the contact with this helpful agency is established the minute the prospective St. Louisan arrives at Union Station.

Volunteer Teachers Carry on Work

Working under the secretary is a corps of about fifty volunteer teachers, some of them plant foremen and clerks who have become interested in the work through the industrial meetings. These teachers contribute their services that the foreigners enrolled might gain an understanding of the rudiments of the English language, the basis upon which his entire future conception of America depends.

"Through a knowledge of our language, institutions and ideals, we seek to awaken fidelity to their adopted land," says Mr. ter Braak. "After ten years in the closest possible contact with our foreign population, I have nothing but the highest regard for them. The more I circulate among them, the more it is apparent to me that all difficulties to which they are a party, must be largely due to misunderstanding brought about by their lack of knowledge of America and American ideals.

"As important as Americanization work is recognized to be, people have given very little constructive thought to problems that confront us in blending into one great nation with one common language and one great flag these people with many different tongues and traditions. Their virtues are many and will be a great asset to our national life, but we must direct them into the proper channels of patriotism and privilege as well as responsibility of citizenship, and that is the task before the men and women of America today."

MOTION PICTURES FOR USE IN AMERICANIZATION WORK

The Chamber of Commerce maintains a film distribution division as part of the Publicity Bureau.

There is on hand a constant supply of reels on interesting subjects, sent from the Bureau of Commercial Economics, Washington, D. C.

All costs of repairing and handling, aside from express charges, are paid by the chamber. There is a brisk demand for these films from all over the southwest.

St. Louis industries desiring to hold meetings of their employees are invited to make use of the Chamber's free film service.

Some of the films on hand today are as follows:

Group 1. Expert Rifle Shooting; Rebuilding a City Cistern; Apple Raising; Terra Cotta Industry; Olive Industry; How Ex Lax is Made; Making a Studebaker; From Wheat to Flour; Story of a Grain of Wheat; Manufacture of Paint and Varnish.

Group 2. Canning Industry in California; Making Hawaaian Ukeleles; Bank in Minneapolis; Commonwealth Steel Company; How to Keep Food Hot or Cold; American Golden Harvest; A Chat With the Old Gentlemen (2); Making Paint and Varnish; Construction of Bituminous Macadam (2); Mutton Department; The Man He Might Have Been.

Group 3. Diamond Match Co.; Santa Catalina Islands—Agricultural College; Petrified Forests of Arizona; Fighting the Car Shortage; From Tea Garden to Tea Pot; Transformation of a Bale of Wool; Story of a Typewriter; Concrete on the Farm; The Spirit of '76; Minneapolis.

Group 4. Denver; Indianapolis; St. Paul; British Columbia; How Canadians Enjoy Themselves; San Francisco; Camp Dix; Cincinnati; Trip to Hawaii; Baltimore.

Group 5. Trip to Durban on the S. A. Ry.; U. S. Army Maneuvers; A Visit to American Cities; Grand Canyon of Colorado; Glaciers of the Canadian Rockies; Trip to Philadelphia.

Group 6. Trip to Detroit; Trip to New York; Grape Juice Industry (2); Furnace (2); Paper Industry (2); Soul of a Home (2); The All Red Route (2); Modern Railroading (?); Mussel Shoals Nitrate Plant; Motor Car Industry (2); Making of Cordage (3); Sugar Industry (3); National Lead Co. (3); Making Fine Edged Tools (4).

Group 7. The Fascinating Art of Knitting; Silk Industry (2); The Proper Use of Proper Tools (2); Heads Win (6); Who Wakes the Bugler (2); Wool Industry; For the Common Good (3); Colussus of Roads (2); Spirit of Progress (3).

Group 8. How to Run a Multigraph (2); A Story of a Cup of Tea; Home of Printzess Garments; Story of a Box of Candy; Road Building in a Military Camp; Norfolk; Safety First; Trip to the Royal Gorge; Cleveland; A Visit to the Nation's Capitol.

Group 9. Elgin Watch Co. (2); Story of Rubber (3); Cotton Industry (3); Milk Industry (3); Condensed Milk Industry; Sheffield Farms Milk; Making of Shells (5); Preparing Men for the Navy (2); Money Master (5); Fixation of Atmospheric Nitrogen (2); Between Savage and Tiger (4); From Field to Foot (5).

Arrange your meeting. Pick out your film selections and call Main 4620, Station 8. Ask for Max Silver, in charge of film distribution.

Figures in parentheses designate number of reels to subject. Where no figure is shown the subject is one reel.

ST. LOUIS HAS A FOREIGN POPULATION OF ABOUT 135,400

Because St. Louis in common represents the American ideals for which the average immigrant comes to this country, her

foreign population is large, but not out of proportion or as large as many other large American communities.

The survey which the Industrial Department of the Y. M. C. A. made in 1915 of the foreign population is as follows:

Germans	47,775
Russians	18,000
Polish	18,000
Bohemians	15,000
Hungarians	8,758
Ukrainians	3,000
Slovaks	2,700
Greeks	2,300
Croatians	2,300
Roumanians	2,000
Servians	2,000
Turks — Europe	1,775
Lithuanians	1,700
Swedes	1,300
French	1,218
Italians	1,200
Ruthenians	1,100
Swiss	1,100
Turks — Asia	830
Belgians	500
Danes	475
China-born	450
Spanish	400
Montenegrins	275
Mexicans	250
Norwegians	245
Bulgarians	200
Central Americans	100
Born at sea	83
South Americans	75
Cubans	70
Luxemburg	65
Portuguese	65
Finlanders	50
Japanese	45
	135,404

CHAPTER XXIV

Montana

MINA PETRASHEK, *Deputy Superintendent of Public Instruction.* Letter, October 28, 1919. Bulletin, "School Laws of the State of Montana, June, 1919."

1. State Legislation — Compulsion for Minors and for Minors of Employment Age

School Laws. Chapter XI. "Compulsory Attendance."

1100. *Compulsory attendance. Excuses.*—All parents, guardians and other persons who have care of children shall instruct them, or cause them to be instructed, in reading, spelling, writing, language, English grammar, geography, history and civics, physiology and hygiene and arithmetic. Every parent, guardian or other person having charge of any child between the ages of eight and fourteen years shall send such child to a public, private or parochial school, for the full time that the school attended is in session, which shall in no case be less than sixteen weeks during any current year, and said attendance shall begin within the first week of the school term, unless the child is excused from such attendance by the superintendent of the public schools, in city and other districts having such superintendent, or by the clerk of the board of trustees in districts not having such superintendent, or by the principal of the private or parochial school, upon satisfactory showing either that the bodily or mental condition of the child does not permit of his attendance at school, or that the child is being instructed at home by a person qualified in the opinion of the superintendent of schools in city or other districts having such superintendent, or the clerk of the board of trustees in districts not having such superintendent, to teach the branches named in this section; provided, that the county superintendent may excuse children from attendance upon such schools where in his judgment the distance makes such attendance an undue hardship. In case the county superintendent, city superintendent, principal or clerk refuses to excuse a child from attendance at school, an appeal may be taken from such decision to the district court of the county, upon giving a bond, within ten days after such refusal, to the approval of said court, to pay all costs in the appeal, and the decision of the district court in the matter shall be final. All children between the ages of fourteen and sixteen years, not

engaged in some regular employment, shall attend school for the full term during which the school of the district in which they reside is in session during the school year, unless excused for the reason above named. Any parent, guardian, or other person having the care or custody of a child between the ages of eight and fourteen years, who shall fail to comply with the provisions of this section, shall be deemed guilty of a misdemeanor, and upon conviction thereof shall be fined not less than $5 nor more than $20.

1101. *Employment of Children Under Sixteen Prohibited.*— No child under sixteen years of age shall be employed or be in the employment of any person, firm, company or corporation during the school term and while the public schools are in session in the district in which such child lives, unless such child shall present to such person, firm, company or corporation an age and schooling certificate. An age and schooling certificate shall be issued by the city superintendent of schools or principal of schools, or by some person duly authorized by him, and in districts not having a city superintendent or principal by the county superintendent of schools, upon satisfactory proof that such child is of the age of sixteen years or over, or that such child has successfully completed the eighth grade as the same is designated and determined by the state board of education; provided, however, that in case the wages of any child over fourteen years of age are necessary to the support of the family of such child, the city superintendent of schools, or principal of schools, or county superintendent, as the case may be, may, upon production of satisfactory evidence that the wages of such child are necessary to the support of the family, issue a certificate permitting the employment of such child. The age and schooling certificate shall be formulated by the superintendent of public instruction and blank certificates furnished by the clerk of the board of trustees. Every person, firm, company or corporation employing any child under sixteen years of age shall exact the age and schooling certificate, or the certificate permitting the employment of such child, prescribed in this section, and shall upon the request of the truant officer or other authorized person by school trustees, permit him to examine such age and schooling certificate. When, however, employment of such child ceases, the employer shall promptly return to the city superintendent of schools, or principal of schools, or county superintendent of schools, of such district where said

child resides, the age and schooling certificate or certificate permitting the employment of such child. Any person, firm, company or corporation employing any child contrary to the provisions of this chapter shall be fined not less than twenty-five dollars ($25) nor more than fifty dollars ($50) for each and every offense; provided, however, nothing in this act shall be construed to interfere with the employment of a child during the time school is not actually in session.

Approved February 24, 1919.

1102. *Employment of Children Between Fourteen and Sixteen.* —All minors over the age of fourteen and under the age of sixteen years, who cannot read and write the English language, shall be required to attend school as provided in Section 1100 of this chapter; and all provisions of said section shall apply to said minors; provided, that such attendance shall not be required of such minors after they have secured a certificate from the superintendent of schools in districts having superintendents, or the clerk of the board of trustees in districts not having superintendents, that they can read and write the English language. No person, company or corporation shall employ any such minor during the time schools are in session, or having such minor in their employ shall immediately cease such employment, upon notice from the truant officer who is hereinafter provided. Every person, company or corporation violating the provisions of this section shall be fined not less than twenty-five nor more than fifty dollars for each and every offense.

2. State Legislation — Flags

School Laws. Chapter V. "School Trustees." Section 508. *"Duties."*

Every school board unless otherwise specially provided by law shall have power and it shall be its duty:

21. To procure by purchase or donation and to cause to be displayed daily in suitable weather, an American flag, with accompanying necessary fixtures, for each and every schoolhouse in their respective districts. Said flags shall be of dimensions not less than four by six feet and shall be made from durable material. The School Trustees are hereby authorized and empowered to use such portion of the school funds as remain in their hands and which is not otherwise appropriated for the purchase and erection of fixtures.

3. Citizenship Training Through Public Schools

School Laws. Chapter V. "School Trustees." Section 508. *"Duties."*

Every school board unless otherwise specially provided by law shall have power and it shall be its duty:

4. Night schools.— The trustees shall have power to organize and maintain outside of the regular school hours, special sessions of the public schools whenever in their judgment such sessions are necessary. They shall determine what subjects shall be taught, and shall make all necessary rules and regulations for such sessions, including the terms of admission of pupils. Such schools shall be free to all eligible pupils of the district and the expense of maintenance shall be paid out of the general school funds of the district.

School Laws. "Americanization Schools." (See p. 72.)

A Bill for an Act Entitled: "An Act Providing for the Establishment of Americanization Schools in the Several School Districts of the State."

Be it enacted by the Legislative Assembly of the State of Montana:

Section 1. The board of trustees of the several school districts in the State of Montana are hereby vested with power and authority to establish and maintain Americanization schools for all mentally normal persons over the age of sixteen (16) years, in which schools there shall be taught the following subjects: Reading and writing the English language, American history and the principles of citizenship, and any other school subjects which the school trustees deem necessary for the Americanization of the students enrolled.

Section 2. In districts of the first (1st) and second (2nd) classes having a superintendent of schools of the district, the course of study shall be approved by such superintendent of schools. In all other districts the course of study shall be approved by the county superintendent and the superintendent of public instruction.

Section 3. The board of trustees of any two (2) or more school districts may combine in establishing and maintaining such Americanization school, and the expenses thereof shall be borne by such school districts in proportion to the number of students enrolled from each district.

Section 4. The expenses of such Americanization schools shall be paid out of the funds provided for by section 2002 of Chapter 76 of the Session Laws of the Thirteenth Legislative Assembly.

Section 5. The board of trustees of any school district is hereby authorized to perform any and all acts which may be necessary for the purpose of carrying this Act into effect, and for the further purpose of obtaining the benefits of any appropriation which may be made by the Federal Government for similar purposes.

Section 6. All acts and parts of acts in conflict herewith are hereby repealed.

Section 7. This act shall be in full force and effect from and after its passage and approval.

Approved, February 21, 1919.

CHAPTER XXV

Nebraska

W. H. Clemons, *State Superintendent of Public Instruction*, Lincoln. Letter, October 29, 1919. Bulletin, "New School Laws, passed by the Thirty-seventh Session of the Nebraska Legislature."

1. State Legislation — Compulsion for Minors and for Minors of Employment Age

New School Laws.

Section 6924. In school districts other than city and metropolitan city school districts, every person having a legal or actual charge or control of any child or children or youth not less than seven nor more than sixteen years of age shall, during each school year between the second Monday of July and the last Monday of June following, cause such child or children or youth to attend the public, private, denominational or parochial day school for a period of not less than twelve weeks, and if the public day school of the school district in which the person or persons, having charge or control of such child or children or youth, may reside shall be in session during the school year between the second Monday of July and the last Monday of June following, more than twelve weeks, then the person having legal control of such child or children or youth shall cause each of them to attend such public, private, denominational or parochial day school not less than two-thirds of the entire time the public schools shall be in session during the school year as aforesaid; and in no case shall such attendance be for a less period than twelve weeks. In city and metropolitan city school districts every person residing within such school district, who has legal or actual charge or control of any child or children or youth not less than seven nor more than sixteen years of age, shall cause such child or children or youth to attend the public, private, denominational or parochial day school for the full period of each school year in which the public day schools of such school district are in session. The portion of this article requiring attendance in public, private, denominational or parochial day school shall not apply in cases where the child or youth, being of the age of fourteen years, is legally and regularly employed for his own support or the support of those actually dependent upon him, or in case where the child or youth is physically or mentally incapacitated for the work

done in the schools, or in any case where the child or youth lives more than two miles from the school by the nearest practicable traveled road unless free transportation to and from such school is furnished to such child or youth. In case exemption is claimed on account of mental or physical incapacity, the school authorities shall have the right to employ a physician or physicians who shall have authority to examine such child or youth, and if such physician or physicians shall declare that such child or youth is capable of undertaking the work of the schools, then such child or youth shall not be exempt from the requirement of this article. In case exemption is claimed and granted on account of a child or youth of the age of fourteen years being legally and regularly employed for his own support or the support of those dependent upon him, such child or youth may, in the discretion of those charged with the enforcement of this article, be required to attend a public, private denominational or parochial evening school for not less than two hours each school day and not less than three days each week for a school year of not less than twenty weeks. All persons of from seven to eighteen years of age who are residents of this state and who by reason of partial or total blindness or deafness are unable to obtain an education in the public, private, denominational or parochial schools of this state, shall under the provisions of this article be required to attend the Institute for the Blind or the School for the Deaf, unless such persons are being privately or otherwise educated or unless they are not subject for admission to the Deaf and Dumb and Blind Institute of the State of Nebraska. It is hereby made the duty of each teacher in all of the public, private, denominational and parochial schools of this state to keep a record showing the name and age of the children enrolled, the number of the school district in which said school is located and the county of their residence, the number of days each pupil was present and the number of days absent, and at the end of each month of school to make and furnish a report to the County Superintendent and a duplicate thereof to the director or secretary of the school district in which such child or children reside, on blanks to be furnished or prescribed by the State Superintendent of Public Instruction, which report shall cover said items of record as above, except that in such districts organized under the provisions of Articles XXII, XXIII, XXIV of this Chapter, such report shall be made to the Superintendent of the city school of such district. It is hereby made the duty of such county or city superintendent,

upon the receipt of the report for the first month of school in the district and in each two weeks thereafter, to compare such reports with the last census report on file in his office from such district and prepare a list of all children or youth resident in such district who are not receiving instruction, as in this article provided, and to transmit the list to the officer or officers in such district whose duty it is to enforce the provisions of this article. All private, denominational and parochial schools in the State of Nebraska and all teachers employed or giving instruction therein shall be subject to and governed by the provisions of the general school laws of the state so far as the same apply to grades, qualification and certification of teachers and promotion of pupils. All private, denominational and parochial schools shall have adequate equipment and supplies and shall be graded the same and shall have courses of study for each grade conducted therein substantially the same as those given in the public schools where the children attending would attend in the absence of such private, denominational or parochial schools.

2. State Legislation — English Language

New School Laws, page 32.

A bill for an act relating to the teaching of foreign languages in the State of Nebraska.

Be it Enacted by the People of the State of Nebraska:

Section 1. No person, individually or as a teacher, shall, in any private, denominational, parochial or public school, teach any subject to any person in any other language than the English language.

Section 2. Languages, other than the English language, may be taught as languages only after a pupil shall have attained and successfully passed the eighth grade as evidenced by a certificate of graduation issued by the county superintendent of the county in which the child resides.

Section 3. Any person who violates any of the provisions of this act shall be deemed guilty of a misdemeanor and upon conviction shall be subject to a fine of not less than Twenty-five dollars ($25), not more than One Hundred Dollars ($100) or be confined in the county jail for any period not exceeding thirty days for each offense.

Section 4. Whereas, an emergency exists, this act shall be in force from and after its passage and approval.

3. **Mr. W. H. Clemmons, State Superintendent of Public Instruction, in His Letter of October 29, 1919, Comments on the Above Law as Follows:**

"I think the great mistake of our public school system is that we permit any foreign language taught in our high schools. It is time enough for foreign languages to be learned when the child enters higher institutions of learning. We are strongly emphasizing Roosevelt Americanization Day in the State of Nebraska."

CHAPTER XXVI

Nevada

W. J. Hunting, *Superintendent of Public Instruction,* Carson City. Letter, November 10, 1919. Extracts from "School Laws of Nevada."

1. State Legislation — Compulsion for Minors

School Code of Nevada, 1919

CHAPTER 16.— COMPULSORY EDUCATION

Valid Excuses for Non-attendance.

Section 203. Each parent, guardian, or other person in the state of Nevada, having control or charge of any child between the ages of eight and sixteen years, shall be required to send such child to a public school during the time in which a public school shall be in session in the school district in which said child resides; but such attendance shall be excused:

1. When satisfactory evidence is presented to the board of trustees of the school district in which such child resides, that the child's bodily or mental condition is such as to prevent or render inadvisable attendance at school, or application to study. A certificate from any reputable physician that the child is not able to attend school, or that its attendance is inadvisable, must be taken as satisfactory evidence by any such board.

2. When the child has already completed the eight grades of the prescribed grammar-school course;

3. When satisfactory evidence is presented to the board of trustees that the child is being taught in a private school, or by a private tutor, or at home, by any person capable of teaching in such branches as are usually taught in the primary and grammar schools of this state;

4. When satisfactory evidence is presented to the board of trustees that the child's labor is necessary for its own or its parent's support;

5. When the deputy superintendent shall determine that the child's residence is located at such distance from the public school as to render attendance impracticable or unsafe.

Employment of Children Prohibited in Certain Cases — Limited in Others — Penalties

An act regulating the employment of children and providing penalties for the violation of the provisions of said act.

Approved, March 25, 1913.

No Child Under 14 *to Labor During School Hours.*

Section 1. It shall be unlawful for any person, firm, or corporation to employ any child under fourteen (14) years of age in any business or service whatever during the hours in which the public schools of the district, in which the child resides, are in session.

Child Under 16 *Shall Never Work in Certain Callings.*

Section 2. No child under the age of sixteen (16) years shall be employed, permitted, or suffered to work in any capacity in, about, or in connection with the preparing of any composition in which dangerous or poisonous acids are used, manufacture of paints, colors, or white lead; dipping, drying, or packing matches; manufacture of goods for immoral purposes; nor in, about or in connection with any mine, coal breaker, quarry, smelter, ore-reduction works, laundry, tobacco warehouses, cigar factory, or other factory where tobacco is manufactured or prepared, distillery, brewery or any other establishment where malt or alcoholic liquors are manufactured, packed, wrapped or bottled; nor in any other employment declared by the state board of health to be dangerous to life or limbs, or injurious to the health or morals of children under the age of sixteen (16).

State Board of Health to Decide as to Injurious Callings.

Section 3. The state board of health may from time to time determine whether or not any particular trade, process of manufacture, or occupation . . . is sufficiently dangerous to the lives or limbs, or injurious to the health or morals, of minors under sixteen (16) years of age employed therein to justify their exclusion therefrom, and may prohibit their employment therein.

Duties of Superintendent of Public Instruction, Inspector, or School Officer.

Section 4. The state superintendent, or other authorized inspector or school attendance officer, shall make demand on an employer in or about whose place or establishment a child apparently under

the age of fourteen (14) years is employed, or permitted or suffered to work, during the hours in which public schools of the district are in session; that such employer shall either furnish him within ten (10) days satisfactory evidence that such child is in fact over fourteen (14) years of age, or shall cease to employ, or permit or suffer such child to work.

Other Callings Where Child Under 16 *Cannot Work.*

Section 5. No child under the age of sixteen (16) years shall be employed, permitted, or suffered to work in, about, or in connection with glass furnaces, smelters, or ore-reduction works, in the outside erection and repair of electric wires, in the running or management of elevators, lifts, or hoisting machines, in oiling hazardous or dangerous machinery in motion, at switch tending, gate tending, track repairing, as brakeman, fireman, engineer, motorman, conductor upon any railroads, in or about any establishments where nitroglycerine, dynamite, dualin, guncotton, gunpowder, or other high or dangerous explosives are manufactured, compounded, or stored; nor in any other employment declared by the state board of health to be dangerous to their lives or limbs, or injurious to the health or morals, of children under the age of sixteen (16) years.

State Health Board to Decide What Are Injurious Callings.

Section 6. The state board of health may from time to time determine whether or not any particular trade, process of manufacture, or occupation, or any particular method of carrying on such trade, process of manufacture, or occupation is sufficiently injurious to the lives or limbs, or injurious to the health or morals, of the minor under the age of sixteen (16) years, employed therein to justify their exclusion therefrom, and may prohibit their employment therein.

Messengers Must Be Over 18 *When Employed at Night Work*

Section 7. In incorporated cities and towns no person under the age of eighteen (18) years shall be employed or permitted to work as a messenger for a telegraph or messenger company in the distribution, transmission, or delivery of goods or messages, before 5 o'clock in the morning, or after 10 o'clock in the evening of any day.

Eight Hours a Day's Work for Children — Exception

Section 8. No boy under the age of sixteen (16) years and no girl under the age of eighteen (18) years shall be employed or permitted or suffered to work at any gainful occupation, other than domestic service or work on a farm more than forty-eight hours in any one week, nor more than eight hours in any one day. The presence of a child in any establishment during working hours shall be prima facie evidence of its employment therein.

Penalties for Violation of Act

Section 9. Whoever employs any child, and whoever, having under his control as parent, guardian, or otherwise, any child, permits or suffers any child to be employed or work in violation of any of the provisions of this act, shall for such offense be fined not less than five ($5) dollars nor more than two hundred ($200) dollars or to be imprisoned for not less than ten (10) days nor more than thirty (30) days, or both, in the discretion of the court.

Other Penalties

Section 10. Whoever continues to employ any child in violation of any of the provisions of this act, after being notified thereof by a school attendance officer, or other authorized officer, shall, for every day thereafter that such employment continues, be fined not less than five ($5) dollars nor more than twenty ($20) dollars.

From Revised Laws of 1912

Mendicant, Immoral, etc., Occupations

Section 6823. Every person who shall employ, or cause to be employed, exhibit, or have in his custody for exhibition or employment, any minor actually or apparently under the age of eighteen years; and every parent, relative, guardian, employer, or other person having the care, custody, or control of any such minor, who shall in any way procure or consent to the employment of such minor —

1. In begging, receiving alms, or in any mendicant occupation; or

2. In any indecent or immoral exhibition or practice; or

3. In any practice or exhibition dangerous or injurious to life, limb, health, or morals; or

4. As a messenger for delivering letters, telegrams, packages, or bundles to any house of prostitution or assignation — shall be guilty of a misdemeanor.

Age Limit

Section 6824. Every person who shall employ, and every parent, guardian, or other person having the care, custody, or control of such child, who shall permit to be employed, by another, any male child under the age of fourteen years or any female child under the age of sixteen years at any labor whatever, in or in connection with any store, shop, factory, mine, or any inside employment not connected with farm or house work, without a written permit therefor from a judge of the district court of the county wherein such child may live, shall be guilty of a misdemeanor.

Compulsory Attendance

An act compelling attendance of children at schools where tuition, lodging, food and clothing are furnished at the expense of the United States, and repealing all acts and parts of acts in conflict herewith.

Approved, March 28, 1919, 334.

Attendance of Certain Government Wards at Certain U. S. Schools Made Compulsory.

Section 1. That whenever the government of the United States erects, or causes to be erected and maintained, a school for general educational purposes, within the state of Nevada, and the expense of the tuition, lodging, food and clothing of the pupils therein is borne by the United States, it shall be compulsory on the part of every parent, guardian or other person in the state of Nevada having control of a child or children between the ages of eight and twenty years, eligible to attend said school, to send such child or children to said school for a period of ten months in each year, or during the entire annual term; provided, that in case the government of the United States does not make provision for the free transportation of said child or children from their homes to said school, then, he, she or they shall not be liable to the provisions of this act, unless they reside less than ten miles from such school.

Superintendent of Said School to Make Demand On Persons Having Charge of Said Children.

Section 2. It shall be the duty of all principals or superintendents of the school or schools mentioned in this act, before attempting to enforce the provisions of this act, hereinafter mentioned, to

serve, or cause to be served, a demand for the attendance of certain children naming or otherwise identifying them, and also designating the school to which their attendance is required, upon the parent, guardian, or other person having charge of said child or children as may be eligible to attend said school over which he has charge, and such parent, guardian or other person having charge of said child or children shall have two days to either deliver said child or children at said school . . . if more than ten miles distant from the residence of said child or children, or to furnish satisfactory proof that the bodily or mental condition of such child or children is such as to prevent his attendance, or cause him or them to be ineligible for enrollment.

Legal Action, When

Section 3. If, at the expiration of two days after such notice or demand, the parents, guardian, or other person having charge of said child or children shall have failed or refused to comply with said notice, the principal or superintendent shall take action to compel compliance with this act.

Penalty for Guilty Parent or Guardian

Section 4. Any parent or guardian, or other person having control or charge of any child or children, failing to comply with the provisions of this act, shall be deemed guilty of a misdemeanor, and shall be liable to a fine of not less than ten dollars ($10) nor more than fifty dollars ($50), or imprisonment in the county jail not less than five days nor more than twenty-five days for the first offense; and for each subsequent offense said parent, guardian or other person shall be liable to a fine of not less than twenty-five dollars ($25) or more than fifty dollars ($50), or to imprisonment in the county jail not less than twelve days or more than twenty-five days; provided, that another proceeding may be begun at the expiration of three days after each refusal of said parent, guardian or other person to comply with the demand of said principal or superintendent.

Peace Officers to Assist

Section 5. It shall be the duty of all sheriffs, constables, policemen, town and city marshals in the state to assist principals and superintendents of schools in carrying out the provisions of this act.

Penalty for Interference

Section 6. Any person or persons who shall directly or indirectly persuade, advise or intimidate in any manner the parent or guardian of any child or children coming under the provisions of this act from complying with the demand of a principal or superintendent of a school who is endeavoring to carry out the provisions of this act, shall be guilty of the same offense and shall be subject to the same fines and punishments as the parent or guardian; provided, that this section shall not apply to the attorney or legal adviser of any parent or guardian giving advice in his legal capacity.

Runaways May Be Sent to School of Industry

Section 7. Any inmate of any such school who runs away therefrom shall be deemed a truant therefor and may be committed to the Nevada school of industry upon application to the district court of the county within which such school is located.

Repeal

Section 8. All acts and parts of acts in conflict with this act are hereby repealed.

Civic and Physical Training in Schools

An act to provide for civic and physical training and instruction in the high schools of Nevada, and matters properly connected therewith.

Approved March 21, 1917.

High School Officers to Provide For

Section 1. It is hereby made the duty of all school officers in control of public high schools in the state of Nevada to provide for courses of instruction designed to prepare the pupils for the duties of citizenship, both in time of peace and in time of war. Such instruction shall include: (1) physical training designed to secure the health, vigor, and physical soundness of the pupil; (2) instruction relative to the duties of citizens in the service of their country. It shall be the aim of such instruction to inculcate a love of country and a disposition to serve the country effectively and loyally.

Special Teacher, When

Section 2. All boards of education or boards of school trustees of county or district high schools offering a four-year high-school

course are hereby empowered to employ teachers of physical training who shall devote all or part of their time to physical instruction for both boys and girls.

2. State Legislation — Compulsion for Minors of Employment Age

Nevada School Code, 1919

Part-Time Schools

An act to provide for the establishment of part-time schools and classes and to compel attendance of minors upon such schools and classes.

Approved March 25, 1919, 148.

Part-Time Schools Provided For

Section 1. The school board of any school district in which there shall reside or be employed, or both, not less than fifteen children over fourteen years of age and less than eighteen years of age who have entered upon employment, shall establish part-time schools or classes for such employed children.

Education for Employed Children

Section 2. A part-time school or class established in accordance with the terms of this act shall provide an education for children who have entered employment which shall be either supplemental to the work in which they are engaged, continue their general education, or promote their civic and vocational intelligence.

Certain Children Must Attend School

Section 3. All children of the state shall attend school until the age of eighteen unless they are employed and are excused from attendance in accordance with terms of subdivisions 1, 3, and 5 of section 203, chapter 133, Statutes of 1911.

Certificates Presented to Employer

Section 4. The school board of any school district, or person or persons designated by them, shall issue to any child over the age of fourteen years a certificate giving the age of the child as it appears upon the register of the school which he has been attending, the grade which he has attained, and his place of residence, which certificate shall be presented by him to the employer of any minors.

Employer to Keep List of Children Employed

Section 5. The employer of any minors under eighteen years of age shall keep a list of minors so employed and shall keep on file the certificate issued by the school authorities, and shall notify the school board of the district in which the child last attended school of such employment. Upon the discharge of any such employed minor, the employer shall return within ten days the certificate issued by the board of education, to the school board issuing such certificates.

When School Board Excused from Establishing Part-Time Schools

Section 6. Whenever any school board shall deem it inexpedient to organize part-time schools or classes for employed minors, it shall state the reasons for such inexpediency in a petition to the state director for vocational education, and when the state board for vocational education, upon the recommendation of the state director, shall judge such reasons to be valid, the school board shall be excused from the establishment of such part-time schools or classes.

Part-Time Schools in Session at Least Four Hours Per Week

Section 7. Part-time schools or classes established in accordance with the provisions of this act shall be in session not less than four hours a week between the hours of 8 a. m. and 6. p. m. during the number of weeks which other public schools are maintained in the district establishing such part-time schools or classes.

State Board to Make Rules

Section 8. The state board for vocational education shall establish rules and regulations governing the organization and administration of part-time schools and classes, and shall expend from the funds appropriated for the promotion of vocational education such sums of money as are necessary for the proper enforcement of this act.

School Hours Run as Part of Legal Employment Hours

Section 9. Whenever the number of hours for which a child over fourteen years and less than eighteen years of age may be employed shall be fixed by federal or state law, the hours of attendance upon a part-time school or class organized in accord-

ance with the terms of this act shall be counted as a part of the number of hours fixed for legal employment by federal or state laws.

Parents, Guardians, etc., Must Send Children to Part-Time School

Section 10. Every parent, guardian or other person in the state of Nevada, having control of any child or children between and including the ages of fifteen and seventeen and at work, shall be required to send such child or children to a part-time school or class, whenever there shall have been such part-time school or class established in the district where the child resides or may be employed unless excused in accordance with the provisions of section three of this act.

Penalty for Culpable Parent or Guardian

Section 11. In case any parent, guardian or other person in the state of Nevada having control or charge of any child or children between and including the ages of fifteen and seventeen shall fail to comply with the provisions of this act, he shall be deemed guilty of a misdemeanor and shall, on conviction thereof, be subject to a fine of not less than ten dollars ($10) nor more than one hundred dollars ($100), or by imprisonment in the county or city jail not less than two nor more than ten days, or by both such fine and imprisonment at the discretion of the court.

Penalty for Culpable Employer

Section 12. Any person, firm or corporation employing a child between the ages of fourteen and eighteen years shall permit the attendance of such child upon a part-time school or class whenever such part-time school or class shall have been established in the district where the child resides or may be employed, and any person, firm or corporation employing any child over fourteen and less than eighteen years of age contrary to the provisions of this act shall be subject to a fine of not less than ten dollars ($10) nor more than one hundred dollars ($100) for each separate offense.

Truant Officers to Enforce Law

Section 13. The officers charged by the law with responsibility for the enforcement of the attendance upon regular public schools of children over eight years of age shall also be charged with the

responsibility for enforcement of attendance upon part-time schools and classes of children over fourteen and less than eighteen years of age, in accordance with the terms of this act.

Districts to Be Reimbursed for 50 per cent of Expenses

Section 14. Whenever any part-time school or class shall have been established in accordance with the provisions of this act with the rules and regulations established by the state board for vocational education, and shall have been approved by the state board for vocational education, the district shall be entitled to reimbursement for the expenditures made for the salaries of teachers and co-ordinators of such part-time school or class for not less than fifty per cent of the moneys expended, such reimbursement to be made from federal and state funds available for the promotion of vocational education.

In Effect September 1, 1919

Section 15. This act shall be in full force and effect on and after September 1, 1919, and shall refer only to the establishment of part-time schools or classes for minors under eighteen years of age who are issued permits to enter upon employment after that date.

Fines Go to State Permanent School Fund

Section 16. All fines collected under the provisions of this act shall be paid into the permanent school fund of the state.

3. State Legislation — Flags

Nevada School Code, 1919

Chapter 8. Section 113. Boards of school trustees in all school districts throughout the state shall provide for their respective schoolhouses a suitable flag of the United States, which shall be hoisted on the respective schoolhouses on all suitable occasions. The respective boards of trustees are hereby authorized and directed to cause said flags to be paid for out of any county school money in their respective school district funds not required for regular expenses. If the trustees in any school district fail or neglect to provide such flag, the deputy superintendent of public instruction shall himself provide the school with a flag and shall install the same upon the schoolhouse, and shall pay the expenses incurred in such action by drawing his order on the county auditor, and the county auditor shall draw his warrant on the county treasurer in payment of same.

The State Flag

Section 114. The official flag of the state of Nevada is hereby created, to be designed of the following colors, with the following lettering and devices thereon, to wit: The body of the flag shall be of solid blue. On the blue field, and in the center thereof, shall be placed the great seal of the state of Nevada, as the same is designed and created by section 4402, revised laws, 1912; the design of said seal to be in scroll border, and the words "The Great Seal of the State of Nevada" to be omitted. Immediately above the seal shall be the word "Nevada," in silver-colored block Roman capital letters. Immediately below the seal, and in the form of a scroll, shall be the words "All For Our Country," in gold-colored block Roman capital letters. Above the word "Nevada" there shall be placed a row of eighteen gold-colored stars, and below the words "All For Our Country" there shall be placed a row of eighteen silver-colored stars. Each star shall have five points and shall be placed with one point up. As enacted, Stats. 1915, 251, 252.

4. State Legislation — Facilities for Adults

Nevada School Code, 1919

An act to provide for the establishment of Evening Schools. Approved March 24, 1917.

Evening Schools Authorized.

Section 1. The state superintendent of public instruction, shall authorize any local board of school trustees to establish evening schools in any school district whenever fifteen or more bona-fide applicants residing therein shall petition him in writing for same. Such schools shall be open to native and foreign-born youths and adults, and the courses of instruction therein given shall be approved by the state board of education.

Board of Trustees to Employ Teachers.

Section 2. The board of trustees in any district in which such evening school is held shall employ the necessary teachers therefor; and said board shall also provide suitable rooms with adequate lighting and heating. Teachers employed in such evening schools must hold legal certificates for corresponding work in the public day schools, or special evening-school certificates, which are hereby authorized, from the state board of education.

Number of Teachers Limited — Compensation

Section 3. No more than one teacher shall be employed for each fifteen persons enrolled in any such evening school. At the end of each school month the board of trustees having charge thereof shall certify the month's enrollment and average nightly attendance to the state superintendent of public instruction. The state of Nevada shall pay said teachers at the rate of not more than one dollar per hour of actual teaching in said evening schools, or not more than forty dollars per month; provided, that when the average monthly attendance falls below ten students per teacher a sufficient number of teachers must be retired to maintain such an average.

Appropriation, $10,000

Section 4. The sum of ten thousand dollars is hereby appropriated from the state school fund to carry out the provisions of this act; and claims against said appropriation shall be paid as other claims against the state are paid, upon certificate by the state superintendent of public instruction.

Indebtedness, How Paid

Section 5. On written orders of a board of school trustees having established an evening school, the county auditor shall issue warrants upon the county treasurer for the payment of just claims for equipment and maintenance, and for additional salary of teachers in amounts not to exceed those paid such teachers by the state, all of which claims are hereby made just and legal charges against the general fund of the county; and the county treasurer is hereby authorized and directed to pay the same.

All Subjects; Except Foreign Languages, Must be Taught in English Language

An act to prohibit the teaching of any subject or subjects other than foreign languages in the public or private schools in the State of Nevada except in the English language, and to provide a penalty for the violation thereof.

Approved March 27, 1919, 247

Section 1. It shall be unlawful for any board of school trustees, regents, or board of education, or for any teacher or other

person teaching in the public or private schools in the State of Nevada, to cause to be taught or to teach any subject or subjects, other than foreign languages, in the public or private schools in the state of Nevada in any language except English.

§ 2. Any school board, regents, trustees, teacher or other person violating the provisions of section one of this act shall be subject to a fine of not less than one hundred dollars ($100) nor more than five hundred dollars ($500) for the first offense, and not less than two hundred and fifty dollars ($250) nor more than one thousand dollars ($1,000) for any subsequent offense or offenses, or in lieu of said fine the court may confine said person or persons violating section one of this act in the county jail for not less than thirty (30) days or more than one year.

5. State Legislation — Teacher Requirements

Nevada School Code, 1919

All Teachers Must Be United States Citizens

An act empowering the superintendent of public instruction, regents of the state university, and school trustees to dismiss certain employees, and forbidding them to engage or employ in the educational department in a professional manner any person other than a citizen of the United States, and prohibiting the state controller and county auditors from issuing any warrants to any person other than a citizen of the United States, and providing a penalty therefor.

Approved March 26, 1915, 427

School Teachers to be Citizens

Section 1. From and after the passage of this act, the superintendent of public instruction, regents of the state university, and school trustees are hereby empowered and required to dismiss any teacher, instructor, instructress, professor, or president employed in the educational department of this state, who is not a citizen of the United States; or who has not declared his or her intentions to become a citizen.

Educational Officers Not to Employ Noncitizens

Section 2. It shall be unlawful for the superintendent of public instruction, regents of the state university, or school trustees to engage or hire any president, superintendent, teacher,

instructor, instructress, or professor in any of the educational departments of this state who is not a citizen of the United States.

Disbursing Officers Not to Pay Noncitizens

Section 3. It shall be unlawful for the state controller or county auditors to issue any warrants to any teacher, instructor, instructress, professor, superintendent, or president in any of the educational departments of this state who is not a citizen of the United States, or who has not complied with the provisions of section one of this act.

Penalty for Violation

Section 4. Any person who violates section three of this act and, upon conviction in any court of competent jurisdiction, his or her bondsmen shall be held in the penal sum of one thousand dollars for the first offense, and for each and every subsequent offense they shall be held in the penal sum of twenty-five hundred dollars, to be paid into the treasury of the state of Nevada, or county treasury, as the case may be.

Conflicting Acts Repealed

Section 5. All acts and parts of acts in conflict with the provisions of this act are hereby repealed.

Teachers to Take Official Oath — Form of Oath.

Section 38. Each and every teacher employed in this state, whose compensation is payable out of the public funds, shall take and subscribe to the oath as prescribed by the fifteenth article of the state constitution before entering upon the discharge of the duties of such teacher. Such oath, when so taken and subscribed to, shall, if that of a teacher in the state university, be filed in the office of the board of regents, if of any other class of teachers, the same shall be filed in the office of the superintendent of public instruction.

The oath is as follows:

I, ..., do solemnly swear (or affirm) that I will support, protect and defend the constitution and government of the United States, and the constitution and government of the state of Nevada, against all enemies, whether domestic or

foreign, and that I will bear true faith, allegiance, and loyalty to the same, any ordinance, resolution or law of any state convention or legislature to the contrary notwithstanding. And further, that I will well and faithfully perform all the duties of teacher on which I am about to enter (if an oath) "so help me God;" (if an affirmation) "under the pains and penalties of perjury."

Sworn and subscribed to before me a ..... of the county of ..... and State of Nevada, this .... day of ..... Anno Domini 19....

6. Citizenship Training Through Public Schools

School Laws of Nevada, Pages 156, 157. *Chapter on Evening Schools.*

Evening Schools Authorized

Section 1. The state superintendent of public instruction shall authorize any local board of school trustees to establish evening schools in any school district whenever fifteen or more *bona fide* applicants residing therein shall petition him in writing for same. Such schools shall be open to native- and foreign-born youths and adults, and the courses of instruction therein given shall be approved by the state board of education.

Board of Trustees to Employ Teachers

Section 2. The board of trustees in any district in which such evening school is held shall employ the necessary teachers therefor; and said board shall also provide suitable rooms with adequate lighting and heating. Teachers employed in such evening schools must hold legal certificates for corresponding work in the public day schools, or special evening school certificates, which are hereby authorized, from the state board of education.

Number of Teachers Limited — Compensation

Section 3. No more than one teacher shall be employed for each fifteen persons enrolled in any such evening school. At the end of each school month the board of trustees having charge thereof shall certify the month's enrollment and average nightly attendance to the state superintendent of public instruction. The State of Nevada shall pay said teachers at the rate of not more than $1 per hour of actual teaching in said evening schools, or not more than $40 per month; provided, that when the average monthly attendance falls below ten students per teacher a sufficient number of teachers must be retired to maintain such an average.

Appropriation $10,000

Section 4. The sum of $10,000 is hereby appropriated from the state school fund to carry out the provisions of this act, and claims against said appropriation shall be paid as other claims against the state are paid, upon certificate by the state superintendent of public instruction.

Indebtedness, How Paid

Section 5. On written orders of a board of school trustees having established an evening school, the county auditor shall issue warrants upon the county treasurer for the payment of just claims for equipment and maintenance, and for additional salary of teachers in amounts not to exceed those paid such teachers by the state, all of which claims are hereby made just and legal charges against the general fund of the county; and the county treasurer is hereby authorized and directed to pay the same.

7. Letter from W. J. Hunting, Superintendent of Public Instruction, Carson City, November 10, 1919:

"Under the auspices of the Y. W. C. A., through the efforts of Miss Walkinshaw, a survey has been made of the counties in which we have the denser foreign population (not very dense as compared with most states). We hope some way may be found by which the Y. W. C. A. workers may get in touch with foreign women in their homes. This is the hardest part of the foreign Americanization work, and only by wise, tactful, experienced workers can the women be reached. I should be glad to learn of means that you have found available.

"I think great pains should be taken to see that the highest type of American public school work is done in the districts having large foreign population. I am informed that there is a tendency to allow teachers of less professional attainment and of poorer professional idealism to have charge of schools in the congested foreign districts. While the public schools cannot do all that Americanization demands, it is absolutely fatal to such a program to permit inferior teachers to have charge of such school children."

8. Quotations from Nevada Educational Bulletin

The following brief articles taken from the November, 1919, issue of the "Nevada Educational Bulletin," published by the State Department of Education, describe certain phases of Ameri-

canization work in Nebraska which are indicative of the spirit of the entire work.

"In the co-operation between the District Court and the public schools, in Washoe County, a great big step in Nevada's Americanization program has been taken. The following circular has been instrumental in helping to enroll over 100 persons in the Americanization course in the night school in Reno. Under the Evening School Act funds are available from state and county for this and similar evening school work. Carson City, Lovelock, and Reno also have evening schools of vocational type. In what other places is this interest rising, not only for vocational evening school, but for the naturalization work?"

"*October* 22, 1919.

"*To Those Seeking Naturalization:*

"The records at the Washoe County courthouse indicate that you are getting ready for naturalization in order to become a citizen of this country. The State of Nevada approves of your effort, and through the Reno schools, the state and county are providing for a night school to be held Monday, Tuesday, and Thursday nights of each week at the Reno high school, in order to help you to prepare for naturalization. The courts are taking the position that final papers of naturalization will not be granted in any community in which night school is held unless applicant attends the school and makes a sincere effort to prepare for naturalization; and when you come before the court for your final papers the court will ask you whether or not you have attended night school, and how long and where, and will also require the school to furnish a record of your attendance.

"We are glad to inform you that there will be no charge for instruction or tuition at this night school to be held at the Reno high school. Instruction will be given concerning the Constitution of the United States, the duties and privileges of good citizenship, the laws of naturalization, reading and writing in the English language, and a number of other subjects, all of which will be open to you. You are earnestly requested to be present for enrollment at the high school building at 7 o'clock on the evenings of Monday, October 27, Tuesday, October 28, and Thursday, October 30.

"Respectfully yours,

"B. D. BILLINGHURST,

"*Superintendent Reno Schools.*"

THE MEANING OF AMERICA

"When you say 'an American,' what do you mean? Do you mean a person of English blood? The Americans without English blood are vastly more numerous than those whose ancestors were English. 'American' is a term which has no relation to blood. You may be of pure German blood, and yet be a real American. You may be of pure Irish blood, and yet be a real American. You may be of Russian, Hebrew, Italian, Polish, French, Belgian, or Austrian blood, and yet be as real an American as if your ancestors had come to this country on board the Mayflower, or had fought with Washington to create the Republic or later with Lincoln to save it. There are more than 26,000,000 people in the United States today who were born in other countries, or whose parents were foreign-born. Each and every one of these is or may easily become a real American if he has but the spirit of loyalty to the ideals which have made this nation out of many races.

"My country is not stone and wood,
And soil producing waving corn;
Its essence, human brotherhood,
No matter where a man was born.
Brother! Speak, what'er your race,
Heart that beats in freedom's cause,
Head that bows to freedom's laws,
My country is your native place.
Brother: Speak, what'er your race!"

"In most nations the race tie is the idea at the basis of political unity. In each of them one race so far outnumbers all other races that the national name implies a blood kinship of its citizens. But in our nation, in the United States, the tie is not of blood, but of belief in an ideal of liberty; therefore, race does not count in determining whether or not one is an American. In that respect America is unique among great independent nations?"

The above quotation from Robert McElroy not only sounds well, not only gives to the real American a genuine thrill, but it means a sobering sense of responsibility. Native-born and naturalized alike must accept our ideals. That calls for education, not only in our schools but in our community life.

CHAPTER XXVII

New Hampshire

1. State Legislation — Minors Between Sixteen and Twenty-one

School Laws of 1919. *Section* 14, *Section* 15 *and Section* 17.

Section 14. Every person between sixteen and twenty-one years of age who cannot read and speak English understandingly shall, unless excused by the commissioner of education, or by such person as he may designate, attend an evening or special day school, if one is maintained by the district in which he or she either resides or is employed, until he or she has completed the minimum course of studies prescribed by the state board.

Section 15. Any school district may maintain an evening school as a part of its public school system, and every district in which reside or are employed fifteen or more persons between the ages of sixteen and twenty-one years who cannot read and speak the English language understandingly, shall maintain an evening or special day school for the purpose of carrying into effect the provisions of this act for such time in each year and under such conditions and with such exceptions as the board may prescribe.

Section 17. No person or corporation shall, after October 1, 1919, employ a person between sixteen and twenty-one years of age who resides or is employed in a district maintaining an evening or special day school, as prescribed in section 14, who cannot read and speak English understandingly, unless he or it procures and keeps on file in a place readily accessible to all authorized inspectors a certificate of the superintendent of schools for the district in which he or she is employed, showing that he or she is enrolled in such evening or special day schools and that his or her conduct and attendance are satisfactory; or a certificate that he or she has been excused from attending such a school for a reason satisfactory to the commissioner of education, or to such person as he may designate.

2. State Legislation — Adults

School Laws of 1919. *Section* 16.

Section 16. Every school district in which reside or are employed twenty or more persons above the age of twenty-one years, who cannot read and speak the English language understandingly shall maintain schools for the instruction of such non-English-speaking persons for such time in each year and under such conditions and with such exceptions as the state board may prescribe.

3. State Legislation — English Language

School Laws of 1919. *Section* 13.

Section 13. (1) In the instruction of children in all schools, including private schools, in reading, writing spelling, arithmetic, grammar, geography, physiology, history, civil government, music and drawing, the English language shall be used exclusively, both for the purposes of instruction therein and for purposes of general administration.

(2) The exclusive use of English for purposes of instruction and administration is not intended to prohibit the conduct of devotional exercises in private schools in a language other than English.

(3) A foreign language may be taught in elementary schools provided the course of study (or its equivalent) outlined by the State Board of Education in the common English branches, that is, in writing, reading, spelling, arithmetic, grammar, geography, physiology, history, civil government, music and drawing, be not abridged but be taught in compliance with the law of the state.

4. Citizenship Training Through Public Schools

School Laws of 1919. *Section* 5.

Section 5. (1) The state board shall have the same powers of management, supervision and direction over all public schools in this state as the directors of the ordinary business corporation have over the business of the corporation, except as its powers and duties may be limited by law. It may make all rules and regulations necessary for the management of its own business and for the conduct of its officers, employees and agents, and further may make such rules and regulations as may seem desirable to secure the efficient administration of the public schools and the administration of the work of Americanization in teaching English to non-English-speaking adults and in furnishing instruction in the privileges, duties and responsibilities of citizenship, which is hereby declared to be an essential part of public school education and it shall be the duty of school boards and employees of school districts to comply with the rules and regulations of the state board.

(2) The state board may also make the regulations necessary to enable the state to comply with the provisions of any law of the United States intended to promote vocational or other

education, to abolish illiteracy and Americanize immigrants, to equalize educational opportunities, to promote physical health and recreation, and to provide an adequate supply of qualified teachers. The state treasurer is hereby designated as custodian of any money that may be allotted to the state by the federal government for general educational purposes, and the state board is authorized to co-operate with the United States in educational work.

School Laws of 1919. *Section* 7.

Section 7. The state board, upon nomination of the commissioner, shall appoint four deputy commissioners of education. One shall possess the qualifications necessary to enable him or her to assist school boards and superintendents in the introduction and development of courses in agriculture, domestic and mechanic arts and other vocational branches, and one shall possess the qualifications necessary to enable him or her to assist school boards and superintendents in abolishing illiteracy and in the promotion of Americanization of immigrants.

5. Appropriation for Citizenship Training

School Laws of 1919. *Section* 30.

Section 30. The sum of $162,100 for the year ending August 31, 1920, and $150,700 for the year ending August 31, 1921, in addition to the Literary Fund and the fund created by sections 10 and 23 and any money paid into the State Treasury under section 9 of this act to be paid out of the treasury of the state, is appropriated for the said years and to be used for the following purposes:

(1) For the abolition of illiteracy and for the instruction of illiterates over sixteen years of age in common school branches and in the privileges, duties and responsibilities of citizenship.

(2) For the Americanization of immigrants, for the teaching of those sixteen years of age and over to speak and read English and to appreciate and respect the civic and social institutions of the United States and for instructions in the duties of citizenship.

(Note.— There are other items to be taken care of in this appropriation, no apportionment being made.)

6. Letter from Maro S. Brooks, Deputy Commissioner of Education, Concord, November 26, 1919:

"According to the law the work of Americanization, so far as the state is concerned, is placed squarely upon the shoulders of the State Board of Education. In my position of

Deputy Commissioner of Education, I am to all intents and purposes State Director of Americanization, continuing the work which I began last year as executive secretary of the New Hampshire Committee on Americanization. General Frank S. Streeter, chairman of that committee, is now chairman of the State Board of Education. According to a regulation of the state board, the superintendent of schools is the director of Americanization in his town or city. The state board holds the local school boards responsible for the work of Americanization in all its phases to the same degree as for the maintenance of elementary and high schools.

"Working with me is the State Supervisor of Evening Schools, whose duty is to assist superintendents in organizing and taking charge of the training of teachers, inspect the schools, and report to this office. My own work is to take charge of the approval of private schools which I am to visit and report upon to the state board; to administer the sections of the law pertaining to the compulsory attendance of minors between the ages of sixteen and twenty-one and to see that evening schools are provisioned both for minors and for adults; to take the responsibility of organizing the local communities of the state for the purpose of solving so far as possible the general problem of Americanization in the state. It is my province to arouse, organize and harmonize, while the supervisor of the evening schools is to advise, supervise and report.

"Just as fast as is possible, I go to the towns and cities which have a proportionally large foreign population, take up the matter with the school boards and superintendents, and address meetings held under the auspices either of the school boards or of some appropriate local agency. Before leaving each town or city, I try to make sure that steps are taken toward the perfecting of definite plans for Americanization. We have no general cut-and-dried program which we try to superimpose upon any community. The program will vary according to the situation, number and character of race groups, agencies fitted to carry on the work, etc. For example, in one of our cities with the exception of a half dozen Polish people the foreign population is entirely Canadian-French. There is a very large and thriving evening school. I have suggested that the activities of the school be

enlarged socially to such a degree that it will bring the members of the school *and friends* into contact with those native-born Americans who are ready to mingle with the foreign-born in a perfectly natural and altogether neighborly manner. In every place we are organizing in such a way as to have a small army of what we might call volunteer workers who at the call of the leaders are ready to respond in the all-important task of socialization.

"In most places we are organizing local Americanization committees consisting of representatives of every agency *and race* in the city who shall serve as a clearing-house of suggestions and plans. It is my hope that such a committee will prevent many well-meaning but misguided persons from undoing all that we are trying to do.

"We do not underestimate the importance of education in the working out of this problem, but from our own experience we are convinced that in this state at least the results will be very largely negligible. If we pin our faith to education alone, the mere possession of the English language, of a knowledge of our history, and thorough familiarity with our government, will never insure the making of 100 per cent Americans. We must motivate our educational work by holding out to the foreign-born the readiness and even desire on the part of our worthwhile Americans to mingle with them on equal terms. I am preaching everywhere throughout the state that Americanization consists very largely of convincing the American-born that they must provide the foreign-born with ways and means of contributing their best to America instead of inflicting upon it their worst. Whether this manner of dealing with the problem will bring the desired results or not, it is too early to see. In any case, it seems to meet with the approval of our most thoughtful people, both foreign and native born.

"The State Department is not attempting in any way to do the work locally. We accept the responsibility of seeing that the compulsory features of the work are carried out and leave no stone unturned to arouse to the need of adult Americanization work and to foster it.

"So far as our evening and special day schools are concerned we are not limiting our curriculum to the teaching of English, history and civics. Through work in prac-

tical arts we are striving to reach both men and women and to teach them our American ideas and ideals, making the teaching of English almost incidental. Wherever possible, we are organizing factory classes upon the employees' time, and classes for women wherever and whenever we can profitably do so. One of our slogans is, 'Carry the Schools to the People.' We are putting the responsibility for the foreign women squarely up to the various women's organizations of the state and they are responding eagerly. In one city the neighborhood house has proved an effective means of organizing classes for mothers who have been reached through the children that have come to play in the garden and in the house. We hope to have houses of this kind in several of our cities."

7. A Tentative Course for the Teaching of English to New Americans

This course has been prepared by E. Everett Clark, State Supervisor of Evening Schools, assisted by a committee composed of Mrs. Harlan M. Bisbee, Exeter; Mrs. Margaret E. Mahaney, Berlin; Miss Blanche Weymouth, Laconia; Mrs. Katharine L. Sheehan, Tilton; Ralph C. Fitts, W. H. McElwain Company, Manchester; and George A. Keith, Superintendent of Schools, Franklin.

STATE BOARD OF EDUCATION — DIVISION OF AMERICANIZATION

a. INTRODUCTION

The problem of Americanization is so large and its scope so broad that no introduction of this kind can hope to do more than touch lightly upon a few of its more important features. One thing, however, should be clearly understood at the beginning, viz., that the teaching of English is but one phase of this problem. This manual has been prepared to be of assistance in taking up this portion of the work, but it is emphasized here, and will be again, that the teacher's real task is to promote Americanization. This means that every available agency must be utilized to accomplish this end — group entertainments, community and class singing, parades, pageants, moving pictures, social dances, information and legal aid bureaus, social welfare work, instruction in health, sanitation, American history and government, the inculcation of American ideas and ideals. Working through evening schools, classes in the home, neighborhood houses, we will endeavor to carry the best that is of America to our immigrant friends and neighbors.

The Americanization worker should not overlook the interests and ideas of the foreign-born themselves in these activities. Americanization is something that cannot be let down from above. These new Americans must be led to participate in all our lines of endeavor and it is the work of the teacher to start them right. We must not for a moment forget that the foreign-born have much to contribute to America, and we must make them understand that Americanization does *not* entail the giving up of cherished heritages. The effective teacher will make a study of her pupils' racial backgrounds and will put her knowledge to use at every possible opportunity. Sympathy comes with acquaintance and the teacher can render no greater service than that of enlightening the community as to the real worth of our new arrivals, thereby putting an end to the indifference and contempt of many people.

In short we are engaged in the business of learning how to live well together, and we must in all our work consciously and all the time prepare ourselves and those who come under our influence for a higher and better citizenship. Every experience the foreign-born has and every condition in which he finds himself is either making or unmaking an American. Our responsibility is a grave one and the major portion of the burden rests upon the teacher.

The course of study which follows is a suggested one only. Every teacher who uses it should freely change and adapt it to suit her particular needs, a point which cannot be too much emphasized. As for standards of achievement no definite limits can be fixed as yet. The natural desire of the class to progress and the teacher's ambition to cover all the ground possible will mean more than any attempt to state just what shall be accomplished by some average group or class.

Where there are several teachers, "experience" meetings can be held with much profit, both with the idea of comparing results and for the purpose of studying together racial backgrounds. Attention is called to the bibliography at the end of the manual.

In the grading of pupils the following divisions are recommended:

Beginners. (a) Do not speak, read or write English. (b) Speak English somewhat; do *not* read or write it.

Intermediate. Speak English well enough to make themselves understood; have some ability to read English, but probably do not write it.

Advanced. Presupposes the ability to speak, read, and write English. There will be subdivisions of this grade according to the limits of the pupil's knowledge of the English language.

When numbers permit, minors should be separated from adults; literates in their own language from the wholly illiterate; men from women, and one nationality from another in the lower grades.

Acknowledgments of indebtedness for assistance in the preparation of this course are hereby rendered. We are especially grateful to the Committee on Racial Backgrounds, appointed by Mr. John J. Mahoney in connection with his course in Americanization at the Harvard Summer School of 1919, for the bibliography under that heading at the end of this manual.

b. BEGINNERS' COURSE

Prefatory Note.— There are certain fundamental principles in this direct, or theme, method of teaching which may well be reviewed at the beginning. First, the pupil is taught to speak the sentence; second, to read it; third, to write it. Special *emphasis* should be put on the *verb*. The teacher must tactfully but persistently insist upon *correct* pronunciation of every word. Technical grammar, as such, should *not* be taken up. Changes in number, person, tense, etc., are taught by substituting new forms in the sentences with which pupils are already familiar. Finally, while most of this course naturally relates to the teaching of English, the teacher must never lose sight of the fact that the cultivation of Americanism first, last, and all the time, is her real work.

The teacher of beginners must be cordial, sympathetic, enthusiastic, energetic, good-humored, a real friend of the foreign-born. She should never fail in the word of greeting or "good night." She must, as well, become an actor, illustrating every word or phrase by gesture and action, even though it causes some amusement. She should bring to the class the objects, or pictures, at least, of the objects, the names of which she is teaching. The fullest possible use should be made of the pictures, including copies of works of art when they will serve the desired purpose of illustrating what is being taught. Rough drawings on the blackboard are always helpful. To save time in the case of the unusually troublesome word or phrase, the teacher should ask some member of the class, sufficiently familiar with English, to translate into the pupil's native tongue. Drill should follow in *English*.

The sounds of some English syllables and letters are learned with difficulty by the foreign-born. The teacher should pronounce *slowly* and *distinctly,* showing the class by practical phonics just *how* to make the sounds and urging the pupils to imitate her. There is a guide in Webster's Dictionary which should be of help to the teacher. Constant, patient, and persistent drill will surely bring results, but niceties of pronunciation should not be insisted upon, lest pupils become discouraged.

Conversation should be introduced as early as possible. The question and answer method upon material associated with the lessons, or upon any topic of interest to the class, is especially valuable. The questions must be brief, and correct replies must always be obtained. The teacher should help pupils, especially at first. As early as possible by some device or other, such as two telephone instruments brought into the classroom, individuals should be led into conversation in English with each other as well as with the teacher. The socialized recitation is a natural result of this effort.

As the class goes on with the learning of words and phrases the teacher must constantly introduce words of commendation, correction, stimulation. These and other words which are names of things mental, so to speak, rather than things material, will be taught through association, facial expression, and by any other means available. The teacher must keep ever in mind that she is teaching her pupils to *think* in English.

When introducing words and phrases not in the text care should be taken to use only words closely associated with those in the lessons. For instance, in learning the word "hat," the pupil could learn the related word "head," without an unusual tax on the memory. Too much of this work must be avoided, lest time be taken that should be devoted to drill.

The pupil who can speak a sentence should readily learn to read the same words. After a sentence is developed orally, the words are written on the blackboard and the reading is accomplished as suggested in the lessons that follow. It is intended that the text of the lessons be typewritten, or printed, on separate sheets and given out after the oral and blackboard work for additional reading practice. The pupil can then paste them in his notebook, which should be provided the first evening.

About the tenth evening, if the class is ready for it, *selected* material should be introduced from a book. From time to time

through the course additional work can be done with a book to supplement the regular themes. Only those sections should be chosen which have a vocabulary markedly similar to that which the class has acquired. Toward the end of the year something may be done with simple newspaper items. A suggested list of books follows:

Austin, "Lessons in English for Foreign Women," American Book Company.

Beshgeturian, "Foreigners' Guide to English," World Book Company, Yonkers, N. Y.

Field and Coveney, "English for New Americans," Silver, Burdett & Company.

Fisher and Call, "English for Beginners," Book I, Ginn & Company.

Goldberger, "English for Coming Citizens," Chas. Scribner's Sons.

Massachusetts Department of University Extension, "English for American Citizenship," Wright and Potter, Boston.

Mintz, "A First Reader for New American Citizens," The Macmillan Company.

O'Brien, "English for Foreigners," Book I, Houghton, Mifflin Company.

Prior and Ryan, "How to Learn English," The Macmillan Company.

Roberts, "English for Coming Americans," The Association Press, New York.

Sharpe, "Plain Facts for Future Citizens," American Book Company.

The ability to write will be gradually acquired by copying script. Spelling can be taught in this connection and language work can be combined with writing by the filling in of blank spaces in sentences. Details in the teaching of writing, including dictation, are given in the sample lessons that follow.

In conclusion, attention is called to the physical exercise theme and the value of singing, both class and assembly. These deserve careful thought on the part of the teacher and can be made highly profitable.

The lists of "new words" are only for the convenience of teachers.

A BEGINNING

New words	
My	My name is .....
name	
is	
what	What is your name?
your	

Teaching Notes.— Some pupil will doubtless be able to answer this question, after which answers can be obtained from every member of the class. This done, repeat the two sentences, writing the list of names on the board. If desired, pupils may attempt the writing of their own names from this copy or one which the teacher will furnish them on paper.

New words		*Possible Variations*
I	I sit.	Use "we" for "I," suiting action to word, and "you" for "I," having pupils imitate the teacher's action. A considerable conversation can thus be brought about, as, "I stand;" "James, you stand;" "What do you do?" "I stand," etc. "We stand;" "What do we do?" etc.
sit		
stand	I stand.	
walk	I walk.	
sit on		
the	I sit on the chair.	
chair		
stand beside	I stand beside the chair.	
walk to	I walk to the window.	
window		
door	I walk to the door.	

Teaching Notes.— Proceed very slowly, with plenty of repetition and drill. Do not teach more than the class can absorb in the evening. Repeat many times the correct pronunciation of troublesome sounds.

After development of words orally, begin reading practice by writing the first sentence on the board. The teacher should dramatize the sentence, read it aloud, and then call upon both class and individuals to read the same after and with her. Continue thus with each of the other sentences, finally, reading the theme as a whole. Introduce reading from the typewritten (or other) sheets.

Provide pupils with notebooks having lined paper. Write pupil's name and address on first page for him. Write on board "I," showing pupils *how* the letter is formed, continue in the same way with "stand," etc. Save time enough in writing period to start pupils in the copying of their own names.

GOING TO EVENING SCHOOL

New words		*Possible Variations*
evening	I walk to evening school.	Continue with "you" and "we." Introduce "our." If ability of class allows, use "he" and "she" for "I," otherwise save these for a later lesson. Do not emphasize "his" and "her" as yet.
school	I open the door.	
open	I shut the door.	
shut	I take off my hat.	
take off	I sit in my chair.	
hat	I look at the teacher.	
sit in	I talk.	
look at	I read.	
teacher	I write.	
talk	I go home.	
read		
write		
go		
home		

Teaching Notes.— Dramatize each sentence and introduce conversation as follows: "James, do you walk to evening school?" Help him to answer, "Yes, I walk to evening school." Continue this with other sentences, getting individual and concert answers, using "we" and "our." "He" and "she" can be taught by having a pupil dramatize a sentence, with conversation as follows: "What does he do?" "He takes off his hat," etc. *Insist on full answers and drill on* sounds difficult of pronunciation.

Teach the reading of this theme by the use of blackboard as before. After dramatization substitute the variations. Repeat and review. Proceed slowly, with much drill. Finally, read from the sheets.

Continue writing as before, giving special attention to those pupils who cannot write in any language. Dictate, if only "I." Continue copying of name and address in notebook.

SOME PHYSICAL EXERCISE

(Note.— In the desire for action on the part of the class consider the value of physical drill. This is but a beginning lesson and can be much enlarged upon. Use this sort of work frequently.)

Ask some pupil to open the windows and proceed as follows:

New words	
class	Class stand!
face	Class sit!
front	Class stand!
breathe	Face the window!
out	Face the front!
arms	(Repeat.)
stretch	Breathe in!
	Breathe out!
	(Repeat several times.)
	Arms stretch!
	(Note the possibilities of varying the exercises here.)
	Class sit!

Teaching Notes.— Dramatize these commands, taking the class along without any attempt to explain the English. Vary the exercise and introduce new features on succeeding evenings. When done, teach the words as in preceding lessons. Suggest that members of the class lead the drill and give the commands.

GOING HOME FROM EVENING SCHOOL

New words		*Possible Variations*
street	I walk to my home.	Continue the interchange of "I," "my," "we," "our," "you," etc. Introduce the negative.
live	My home is on	
New	street.	
Hampshire	I live in.....	
am	..... is in New	
tired	Hampshire.	
when	I am tired when I get	
get	home.	
room	I go to my room.	
clothes	I take off my clothes.	
bed	I go to bed.	
sleep	I go to sleep.	

Teaching Notes.— Much conversation can be developed in this lesson. Every sentence can serve as either question or answer with a little change, as, "Where is your home?" etc. Write both questions and answers on the board, in first and other persons, as suggested above. Bring to class a map of New Hampshire and a local map, if possible, making fullest use of same. Use the foreign language equivalent for "live" if its meaning cannot be made known in any other way. Repeat words and sounds again and again. Do not attempt to teach more than the class can absorb in an evening. Teach reading as before, individual and concert, from the board and the sheets. Try erasing one word or another, asking the class to supply the one which is missing.

In the writing exercise teach only that part of the lesson dealing with name and address, including street, city, and state. If class can do more, by all means provide copy. Use dictation also.

SOME PRACTICE IN CONVERSATION

New words	
this	This is a calendar.
a	
calendar	Today is .....
today	
yesterday	Yesterday was .....
was	
tomorrow	Tomorrow will be ....
will be	
(months)	
(days)	
(numerals)	
(U. S. money)	

Teaching Notes.— Introduce the calendar and counting. Use blackboard as before and use the calendar for teaching months, days, and some of the numerals. Difference in pupils as to their knowledge of numbers makes it impossible to suggest any limits. Teach as much as the time program will allow. Take up United States money at this time, providing type copy of the names and signs of all kinds of the same. Use the calendar frequently in later lessons.

REVIEW

Teaching Notes.— Collect all words so far taught and print them singly or in incomplete sentences on perception cards as follows:

⋮ I ⋮ walk to the door.

(Note.— The dotted lines indicate a separate small card carrying one word which is held over the long card carrying the rest of the sentence. For the "I" card substitute a "you" card, etc. This process may be carried out indefinitely.)

For additional reading, review all material thus far taught by blackboard or lesson sheets. Continue the erasure and filling in of words in sentences on the board.

Continue practice in copy of names, etc., adding occupation, and introduce further copy of any material so far taught, if class is equal to it. Use dictation so far as ability of class will allow.

This is a drill lesson. Repeat, but as far as possible avoid monotony.

CONTINUOUS ACTION

New words

(Note new forms.)

I sit, I am sitting.
I stand, I am standing,
etc.

Teaching notes.— By dramatization on the part of both teacher and pupils, by the usual board drill and reading, this work may combine both review and new material and should occupy one full evening at least. It is possible to use all verbs so far introduced and the teacher should also drill on the personal pronouns already taught. The teacher should make a complete list of the available words.

GETTING UP AND BUILDING THE FIRE

New words

wake up
it
six o'clock
get up
wash
and
hands
put
kitchen
paper
stove
wood
scratch
light
fire

I wake up.
It is six o'clock.
I get up.
I wash my face and hands.
I put on my clothes.
I go to the kitchen.
I put paper in the stove.
I put wood in the stove.
I scratch a match.
I light the fire.

Possible Variations

It is important that there be a review of continuous action as taken up above. Use the perception cards for personal pronoun and continuous action variations.

Teaching Notes.— Before beginning this theme, review that on "Going Home," etc. Teach the telling of time. Especially watch the prepositions. Be sure the class fully understands the different meanings of the same as used.

Continue reading and writing as before, bearing dictation always in mind. Constant drill may be accomplished by skillful use of these. Have pupils address envelopes to themselves and to the teacher for interesting copy practice.

GETTING BREAKFAST

New words

burning
wife
making
coffee
little
girl
setting
table
cloth
plates
brings
cups
saucers
knives
forks

The fire is burning.

My wife is making the coffee.

My little girl is setting the table.

She puts the table cloth on the table.

She puts the plates on the table.

My wife brings in the cups and saucers.

My little girl puts on the knives and forks.

Possible Variations

Continue personal pronoun drill and utilize a review of counting to teach plural of nouns. Review continuous action.

Teaching Notes.—By providing the actual articles named above the teacher can readily introduce conversation by having pupils dramatize the sentences. As this is done ask the question: "What is he doing?" Get answers from the class. "What are you doing?" gets the individual's answer. Be sure always to get full replies.

Utilize the board, perception cards, and typewritten (or other) slips for reading. The writing may come from the text, selecting known sentences for both copy and dictation.

GETTING BREAKFAST (*Continued*)

New words		*Possible Variations*
cuts	My wife cuts the bread.	Review the uses of personal pronouns and the plural.
bread		
potatoes	The potatoes are cooking.	
are		
cooking		
boils	My little girl boils the eggs.	
eggs		
boiling	The coffee is boiling.	
they	They put the food on the table.	
food		
breakfast		
ready	Breakfast is ready.	
at	We sit at the table.	
passes		
me	My wife passes the bread to me.	
eat		
our	We eat our breakfast.	

Teaching Notes.— Introduce conversation as in previous lesson. Perform all action in lesson and have individuals do the same. The teacher can readily turn the recitation into a social gathering by actually preparing and serving coffee, bread and butter.

Use the combination perception cards freely. Teach reading and writing as before discussed. Try having class write at board.

GOING TO WORK

New Words		*Possible Variations*
hear	I hear the whistle.	Review previous variations, especially continuous action. Teach present of "to be" as a whole, also of some other verbs.
whistle		
blows	The whistle blows at ten minutes of seven.	
minutes of		
must	I must hurry.	
hurry	I get up from the table.	
from		
coat	I put on my coat and hat.	
say	I say "good-bye."	
good-bye		
factory (shop	I walk to the factory (shop).	
work	I work upstairs.	
upstairs	I am a ———.	

Teaching notes.— Conversation as usual. With the variations tie up the teaching of the agreement of verbs. This will involve much drill. Make it purposive and avoid monotony by using some ingenuity.

Continue reading and writing as usual and utilize more of the perception cards. There is almost no end to the uses one can make of the double perception cards.

At this point is seems advisable to cease to offer detailed lesson development. A list of possible topics for themes which the teacher or principal may develop follows. Among others a lesson which will produce much conversation can be built up around a map of the pupils' native land. Besides the map take up some feature of their history.

The teacher can very profitably devote several weeks to lessons on the factory. Consult the employers as to factory English before making up the lessons. Helpful suggestions are also available by application of Mr. George F. Quimby, Associated Industries of Massachusetts, Boston. All sorts of "Safety First" signs can be introduced also. Classes will find these lessons highly interesting.

ADDITIONAL SUGGESTED TOPICS

(Note.— For "possible variations" in these later lessons the teacher should select with care and develop with the utmost of slowness and much drill more or less of the following, taking the same in the order and at such times as the ability of the class will allow. To a degree the lesson theme should be built up around the particular variation to be used. Do not attempt to teach more of these than the class can *truly master*. Go *slowly*, with much drill.)

Present of "to have."

Future tense.

Past tense.

The demonstratives.

"Can," "may," "might," "could," "would," "should."

Reflexives.

Relative and interrogative pronouns.

The passive voice.

Some common expressions, meaning such as "Hello," "How do you do," "Good morning," etc., the expressions pupils wish to know and will use every day. Do not save these till the end of the year. Take them up at odd times through the course.

Going Home from Work.
An Evening at Home.
An Evening at the Theatre.
Riding on the Car.
Washing for Dinner.
Identifications.
Asking for Work.
Buying a Hat.
Dinner at a Restaurant.
Taking a Train
Saving Money.
Some Rules for Health.
Writing a Letter.
Buying Stamps.
Pay Day.
Insurance.
Sending Money Home.
Buying a House Lot.
The Fire Department, etc.
Washing the Dishes.
Washing the Clothes.
Folding and Ironing the Clothes.
Mending a Shirt.
Darning the Stockings.
Cleaning the Rugs.
Shopping.
Home Expenses.
Making Bread.
Care of the Baby (general).
Bathing Baby.
Feeding Baby.
Putting Baby to Bed.
Baby's Clothing.
Baby's Teeth.
Common Troubles and Remedies.
First Aid (at home).

(Note.— These are but a few of many topics that readily lend themselves to the making of themes. Perhaps pupils can suggest something new.)

c. INTERMEDIATE COURSE

Prefatory note.—There follow two series of model lessons, one series on the home, the other pertaining to history and governments. A single lesson is included to illustrate a method of teaching something about an American holiday. These twelve lessons should not be taken up in their entirety at the beginning. The five lessons on the home can well be used to start the year, but the teacher or principal should then develop themes or his or her own from the list of suggested topics, introducing holiday lessons at proper times. The lessons should find a place late in the course. In planning the work physical drill and singing should not be overlooked. The text of each lesson should be typewritten (or printed) and used as in the beginners' course.

The "possible variations" for the first part of the year should be selected from the beginners' list, which follows, with one or two additions:

Nouns, singular and plural.

Pronouns, personal, possessive, reflexive, relative, and interrogative.

The demonstratives.

Verbs, (a) present, future and past, also progressive (negative uses).

(b) a little of the passive voice.

(c) the more common auxiliaries.

Comparison of adjectives.

Adverbs, prepositions, and conjunctions, uses.

Common expressions (as for beginners, q. v.).

(Note.— This work must not be made formal. The variations can be introduced naturally and easily as a part of the speaking, reading, and writing. Do not burden pupils with nomenclature. Drill is emphasized as in the beginners' course.)

The teachers of intermediate classes should read with care the beginners' course. Many of the "teaching notes" found there can be taken over bodily into the intermediate course. Much emphasis should be placed on conversation and the suggestions accompanying the model lessons are largely intended to be helpful along this line. The socialized recitation is the consequence, offering a splendid opportunity for teaching some Americanism. From the suggested list of books, given in the prefatory note to the beginners' course, reading material should be selected and carried along with this course. Care must be used to take up reading with a vocabulary which is not beyond the abilities of the class and as far as possible with a vocabulary similar to that in use in the lesson sheets.

At some time during the first half of the year it should be possible to introduce short paragraphs. Material should be selected from a book, newspaper, or magazine, and developed sentence by sentence on the board, keeping the original paragraph form. There should be plenty of conversation during the process and the teacher must be careful not to get beyond the understanding of the class. A paragraph may also be taken up as a whole, the teacher writing it all on the board before discussing it.

The language and spelling work of the beginners' course is to be continued. As for punctuation and the use of capitals the work should be confined to teaching that sentences and proper names begin with capitals and that sentences end with periods or question marks. If desired, some arithmetic involving such things as wages, cost of living, Liberty Bond payments, etc., using the fundamental processes, may be introduced. A little memory work can be tried during the year. For instance, with the lesson on "Our Flag" can be taught a national song, the pledge of allegi-

ance, or some poetry. The first and last just mentioned can be used equally well with some other lessons.

The copy work and dictation should be continued, advancing into letter writing and simple composition work as soon as the ability of the class will permit. Blank forms, such as checks, money orders, etc., offer splended material.

Of the teaching program outlined in the course only what can be thoroughly understood and mastered should be attempted. By no means should the whole course be gone through if the class is not equal to the task.

MY HOME

I live in .....
..... is a city (town).
It is in the ..... part of New Hampshire.
New Hampshire is one of the United States.
I was not born in the United States.
I came here from ..... to find work.
My friends helped me to get a job in the .....
I like ..... and I am happy.
It is my home and I work here every day.
In the evening I go to evening school.

Teaching notes.— Use maps of North America and New Hampshire. Discuss reasons for coming to the United States. Take up the geography of the journal to the United States. Use some pictures, also. The pupils may have some post cards.

A SLEEPING ROOM

We have a pleasant house in .....
It is painted white and has green blinds.
There are six rooms in it.
There are three sleeping-rooms, a sitting-room, a dining-room, and a kitchen.
My sleeping-room is very pleasant.
In one corner is a bed.
In another corner is a bureau.
There are three chairs and a washstand.
They are all painted white.
There are two windows in the room.
I open the windows and have plenty of fresh air at night.

Teaching notes.— Show pictures of typical homes; of practical modes of furnishings for sleeping-rooms. Discuss sanitation of sleeping-rooms.

THE SITTING-ROOM

Our sitting-room is sunny and bright.
There are white curtains at the windows.
A square table stands in the middle of the room.
We have some easy chairs and a couch.
There is a large rug in the center of the floor.
There are some books in the bookcase.
The children enjoy picture books.
They are learning to read at school.
I am learning to read at evening school.
My wife will learn to read, too.
Soon we shall have many books.
We sit in our sitting-room every evening.

Teaching Notes.— Follow previous suggestions concerning use of pictures. Home life as shown in evening use of sitting-room can serve as a topic for conversation. The value of *learning* to read books is to be emphasized in this lesson.

THE DINING-ROOM

Our dining-room is smaller than the sitting-room.
In it are a table, several chairs, and a sideboard.
The table is covered with a plain white cloth.
At each place are a knife, a fork, and a spoon.
There is also a glass for water.
On the sideboard are the water pitcher and some other dishes we use.
We have some small rugs on the floor in this room.
Some bright flowers are in the windows.
My wife always keeps the dining-room clean and attractive.

Teaching Notes.— The arrangement of the dining-room table and cleanliness make good topics for conversation. Use pictures.

THE KITCHEN

The kitchen is a light, airy room.
It has three windows and an outside door.
There are plenty of cupboards, a stove, a sink, and a table.
It is a very convenient kitchen and my wife keeps it very clean.
Our food is cooked in the kitchen.
My wife washes the dishes in the sink.
There are running hot and cold water in the sink.

We burn coal in our kitchen stove.

The coal is kept in the cellar, and I bring it up in the coal hod.

The price of coal is very high this year, but it is cheaper than wood.

Teaching Notes.— Emphasize cleanliness. Discuss economical uses of materials, etc. Talk about the advantages of a conveniently arranged kitchen. Use pictures.

TOPICS FOR ADDITIONAL LESSONS

A Journey.
Finding Work.
Going to Work.
First Aid.
Safety First.
Insurance.
Pay Day and the Bank.
The Post Office.
An Evening at Home.
Sending a Money Order.
Calling a Doctor.
An Evening Caller.
Disease and Health.
Prevention of Fire.
How to Use a Fire Extinguisher
The Firemen; Fire Station.
The Public Library.
The Police Department.
The Courts.
(handle intelligently)
Some Heroes of History.
(American and Foreign)
The Newspaper.
A Doctor's Office.
A Drug Store.
A Hospital (local).
The Telephone.
The Telegraph.
Care of the Baby.
Care of the Sick Room.
First Aid (splinter, fainting, cut, toothache, etc.)
Buying Shoes for the Children.
Home Expenses.
A Visit from the Teacher.
A Visit to the School.
A Note to the Teacher.
The School Department.
Going to the Theater.
Health (air, exercise, bathing).
The Red Cross

(Note.— Only a few of many possible topics have been listed above. It is suggested that pupils be consulted as to topics they would like to take up. They should have some new ones.)

THANKSGIVING DAY

We do not work tomorrow.

It is Thanksgiving Day.

Thanksgiving Day comes on the last Thursday in November.

It is appointed by the President of the United States.

The Pilgrims celebrated the first Thanksgiving nearly three hundred years ago.

They came to America so that they might worship God as they pleased.

They landed in America in the winter.

More than half of them died that first winter.

The second year was more prosperous.

The Indians taught them how to plant corn in the forest.

They wished to thank God for their big crops, so they made a Thanksgiving feast and invited the Indians.

Teaching Notes.— Use calendar, explain holiday, bring pictures of Pilgrims, Mayflower, early settlements, and on Thanksgiving festivals, family gatherings, etc. Can any comparison be made with foreign holidays?

OUR FLAG

Our flag has seven red stripes and six white stripes.

It has forty-eight white stars on a blue field.

The thirteen stripes show the original number of states in the country.

The number of stripes never change.

The stars show the number of states in the country now.

The first flag had thirteen stars.

A star has been added for each new state that has come into the union.

We call our flag "The Star and Stripes" and sometimes "The Star Spangled Banner."

The flag stands for the United States.

When we honor our flag, we honor our country.

"I pledge allegiance to my flag and to the Republic for which it stands, one nation indivisible, with liberty and justice for all."

Teaching Notes.— Use may of United States showing acquisitions of territory and admission of states. Provide pictures of some flags of our history. Show flags, or pictures of flags, of other nations.

SOME EARLY HISTORY

The Pilgrims were among the first immigrants to come to this country.

They came from England to make a new home in America.

They found no white people or houses.

Instead, they found Indians and wigwams.

The Pilgrims were brave people and did much to help build up our country.

Other settlements were made along the coast.

Soon there were several colonies.

At first they were governed by the countries from which they came.

Later, England ruled them all until the United States became a free country.

Teaching Notes.— Compare the Pilgrim migration with the coming of present immigrants. The two can be closely associated. Use maps and pictures. There is enough material here for conversation to last several evenings. Discuss *each* sentence.

NATIONAL GOVERNMENT

After the colonies became free, each state had its own government.

Laws were needed for the protection of people and property.

A central government was also needed to protect the people and property of all the states together.

The central, or national government, cares for the rights of the whole country.

Each state looks out for those things which the central government does not care for.

The national government gives us the postal service.

Foreign trade is another thing the central government must provide for.

The national government also looks after the army and navy.

Laws are made by Congress.

Congress meets at Washington, our capital city.

The President is the chief executive officer.

He is helped by members of his cabinet.

The members of the cabinet are called secretaries.

Each secretary is the head of some department.

The courts and judges settle any disputes about the law.

Teaching Notes.— This lesson and the next three are impossible of much detail in the text. However, discuss fully each sentence, teaching the chief features of national government. Use pictures and a map of the City of Washington. Compare with foreign governments, particularly those of the pupils' native land.

STATE GOVERNMENT

Our state governments are similar to the national government.

Each state has its capital city where the legislature meets.

The legislature has two parts, the Senate and the House of Representatives.

The legislature makes the state laws.

The governor, with his helpers, carries out the laws.

The secretary of state has charge of all state papers.

The treasurer takes care of the state money.

The commissioner of education looks after the schools of the state.

Each state, like the national government, has its courts and judges.

This department is called the judicial department.

Teaching Notes.— Use maps of New Hampshire, charts, pictures of the groups and individuals named above. Native and foreign comparisons can be made also. Discuss each sentence.

CITY GOVERNMENT

The mayor is the head of the city government.

The board of aldermen makes laws for the city.

They decide how much money the city shall spend.

The board of public works looks after the streets.

The police department protects our lives and property.

The fire department keeps our homes, stores, and factories from burning.

The board of education manages the schools.

The board of health keeps our city clean and healthy.

The city government lights our streets and give us parks and a library.

These things cost much money, so the people have to pay taxes.

The board of assessors decides how much taxes each person shall pay.

Many officials are elected by the voters on election day.

Teaching Notes.— Use a map of city, pictures, and comparison with foreign cities. Invite the mayor or some other city official to visit the class and talk to and with the pupils. Discuss each sentence.

TOWN GOVERNMENT

Every town has a town meeting once a year.

At this meeting the voters elect town officers.

The chief officers of a town are the selectmen.

Other town officers are the town clerk, town treasurer, and tax collector.

The voters at the town meeting decide how much money the town shall spend.

The town spends money for roads and sidewalks, street lights, and many other things.

The school board manages the schools.

The board of health keeps the town clean and healthy.

The towns have policemen and a fire department.

All these things cost much money, so the people have to pay taxes.

Teaching Notes.— Map and pictures can be used as before. Discuss the town meeting and town officers. If possible have one of the latter talk to the class. Bring about conversation on each sentence.

d. ADVANCED COURSE

To prepare an advanced course in such details as has been the rule in the foregoing hardly appears practical; therefore, a general program only is offered, with suggested reading material and certain teaching notes. Before beginning the advanced course the teacher would do well to familiarize herself to some degree with methods of the beginners' and intermediate courses, especially noting what is said about physical drill and singing.

As emphasized earlier in this pamphlet the teacher should fairly radiate Americanism. Americanism must be injected into every piece of work that is done, into the teaching of reading, into conversation, into everything. Instruction in English is but a phase of Americanization, the teacher's true task being to make real American citizens. The teaching, then, must include history, government, hygiene, sanitation, civic pride, loyalty, anything which is going to lead to an intelligent citizenship, to the making of 100 per cent. Americans in school and out.

In this making of American citizens one does not look to the the technical process, but rather to the creation of a genuine desire on the part of pupils to become American in spirit. This done, the wish to accomplish naturalization will come readily and from

within. Naturalization should be offered only when a man has become ready and desirous to take on both the duties and the privileges of American citizenship.

The content suggested for this course has been selected with this purpose in mind. Probably for the first half of the year naturalization should not be emphasized. The way should be paved tactfully and intelligently, however, for the later introduction of a definite naturalization course.

This suggested course of study is divided as follows: (1) reading, with some suggested material; (2) language and spelling; (3) writing; (4) arithmetic. History and government, also geography, are included in the division entitled reading. The teacher must use discrimination and careful thought in the preparation of her class work and should select that only which is adapted to the needs and interest of her pupils.

READING

e. A SUGGESTED LIST OF BOOKS

Cobb, "Arlo," Arlo Publishing Co., Newton Upper Falls, Mass.

Cobb, "Clematis," Arlo Publishing Co.

Prior and Ryan, "How to Learn English," The Macmillan Co.

Roberts, "Advanced Course," the Association Press, New York.

Sharpe, "Plain Facts for Future Citizens," American Book Co.

Sheridan, "The Liberty Reader," Benj. H. Sanborn and Co.

Turkington, "My Country," Ginn and Co.

Material may also be selected from the following:

The Blaisdell and Ball Readers, Little, Brown and Co.

California Commission of Immigration and Housing, "Heroes of Freedom," San Francisco.

The Carpenter Geographical Readers, American Book Co.

Hale, "The Man without a Country," Little, Brown & Co.

Hill and Davis, "Civics for New Americans," Houghton, Mifflin Co.

Mintz, "The New American Citizen," The Macmillan Co.

National Catholic War Council, "The Fundamentals of Citizenship," Washington, D. C.

Plass, "Civics for Americans in the Making," D. C. Heath and Co.

Riis, "The Making of an American," The Macmillan Co.
Webster, "Americanization and Citizenship," Houghton, Mifflin Co. (A splendid manual for *teachers.*)
Newspapers and magazines ("Current Events").

With thoughtful selection, stories of American history can be made available for class reading. A topic such as "The Coming of the French to America" can be developed through conversation and reading in a class of French-Canadians. For instance, beginning with the stories of Champlain, La Salle, and other early French explorers, the teacher may continue with stories of later settlers and the wars, bringing this continuous immigration story down to modern times. Teachers should once and for all get away from the idea that *all* history *must* begin with Columbus. For a class of Poles, from the bibliography accompanying this course, material can be obtained on the history of Poland. This reading should be tied up with the reading of American history. Perhaps such material will not be available for class use, but the teacher can use it for a supplement to her class reader, making it a basis for conversation and comparison with the stories of American history.

In using the geographical readers, those on North America and the countries from which pupils have come should be selected first. Frequent use should be made of maps and pictures in both the geographical and historical reading. Some work in local geography will prove of interest, also. Careful selection is necessary before using any of the suggested reading material.

Newspapers and magazines are always available. There is much splendid material in the latter which often has been overlooked in reading courses and much can be done through the former in current events. The co-operation of pupils in providing this kind of reading material should be sought.

Many other topics under the head of civics, community life, health, sanitation, etc., can be introduced, through the reading process. Plenty of conversation leads to the socialized recitation, which lends itself especially well to the teaching of Americanism.

LANGUAGE AND SPELLING

This part of the course may be summed up in the sentence, *drill* on correct forms and usages and the variations of person, number and tense. But the drill must always be purposive upon language of daily use, and the teacher must be ingenious enough to avoid monotony.

The constructional work will, of course, include attention to the following:

Nouns, singular and plural.

Pronouns, personal, possessive, reflexive, relative, interrogative.

The demonstratives.

Comparison of adjectives.

Verbs,

(a) regular,

(1) present, past, future, and progressive forms,

(2) Interrogative and negative uses.

(b) irregular,

(1) individually as they appear.

(c) most common auxiliaries,

(d) passive voice.

Adverbs, use and formation.

Conjunctions and prepositions, uses.

Punctuation and capitals. (Teach *only* the simplest rules of punctuation.)

Much can be accomplished by the tactful, but persistent correction of errors. The device of filling in blank spaces in sentences, both on the board and during seat work, should be used to the fullest extent.

In teaching spelling the teacher should prepare lists of commonly used words, having them copied, dictating them, urging pupils to do home work upon them, and finally dictating and having them written in sentences. Little or no oral spelling should be called for. It is for writing purposes chiefly that pupils wish to know how to spell. Note-books should be in constant use in this work.

WRITING

The pupil's note-book is a most valuable aid to the teacher. One should be provided at the first session and used constantly thereafter. Notebooks are a splendid assistant to the teacher in drill work, as for instance, in spelling, described above. They are valuable, also, for the many kinds of copy work taken up in earlier parts of this manual, some of which can be used with an advanced class.

The writing of business and friendly letters will probably occupy most of the writing period. From an advertisement in a paper a conversation can be developed after the reading. From the advertisement can then be framed up orally and by use of the

blackboard a letter based upon it. The writing of the letter by pupils follows either by copying or from dictation. The writing of a friendly letter can be accomplished in a similar manner. This sort of work can be repeated indefinitely without having the class lose its interest. Writing can be practiced also by the filling in of all sorts of blank forms, such as receipts, money orders, etc.

ARITHMETIC

The teachings of arithmetic should be entirely optional. Some pupils will desire it, others will not. In any event instruction in the fundamental processes, and perhaps fractions, will be all that the teacher will be called upon to furnish.

RACIAL BACKGROUNDS

A Bibliography *

BOOKS THAT INSPIRE THE SOCIAL SPIRIT

"Twenty Years at Hull House," Addams.
"Spirit of Youth and the City Streets," Addams.
"Americans in Process," Robert Woods.
"One Way Out," W. Carlton.
"New Lives for Old," W. Carleton.
"They Who Knock at Our Gates," Antin.
"Immigrant Tide, its Ebb and Flow," Steiner.
"On the Trail of the Immigrant," Steiner.
"Introducing the American Spirit," Steiner.
"Naturalizing America," Steiner.
"O Pioneers," W. S. Cather.
"Schoolmaster of the Great City," A. Patri.
"Souls of Black Folks," Du Bois.
"Story of a Pioneer," Anna H. Shaw.
"Foreign-Born American," Jane Robbins, Outlook, August 18, 1906.

BOOKS DEALING WITH IMMIGRANT EXPERIENCES, INSPIRATIONAL

"Making of an American," Riis (Danish).
"Promised Land," Antin (Russian Jew).
"The Lie," Antin (Atlantic Reading Series).
"Against the Current," Steiner (Hungarian Jew).
"From Alien to Citizen," Steiner.
"My Mother and I," Stern (Polish Jew).

* Many of the books in this bibliography present an extremely radical viewpoint.

"Out of the Shadow," Cohen (Russian Jew).
"One of them," Hasanovitz (Russian Jew).
"Little Grandmother of the Russian Revolution," Breshkovsky.
"Far Journey," Rihbany (Syrian).
"Up from Slavery," Washington.
"Karl Bitter," F. Schevill (Hungarian).
"Michael Anagnos," F. B. Sanborn (Greek).
"Life Stories of Undistinguished Americans as Told by Themselves," H. Holt.
"My Immigrant Neighbors," Gertrude Brown, "Outlook," as listed below:
"Becky on the Unemployed," August 18, 1915.
"An Artist in a Machine-made World," August 25, 1915.
"Graziella's Debt," September 1, 1915.
"Matilda's Gardening," September 15, 1915.
"Kalevala," Crawford (Finland).
"Pan Tadeusz," Mickiewicz (Lithuanian and Polish).
"Scum o' Earth, and other Poems," Schauffler.

GENERAL IMMIGRATION

"Immigration Problem," Jens and Lauck.
"The Immigrant; an Asset and a Liability," Haskin.
"Races and Immigrants in America," Commons.
"Selected Articles on Immigration," Debaters' Handbook Series, Reely.

GENERAL IMPORTANT SOURCES

"Literary Digest,"

1918:
October 12, Italians.
December 7, Greeks.

1919:
January 4, Armenians.
January 25, Swedes.
February 8, Norwegians.
February 15, Poles.
February 22, Danes.
March 8, Poles.
March 15, Greeks.
March 22, Spaniards.
March 29, Armenians.

1919

April	19,	Lithuanians.
May	3,	Syrians.
May	24,	Finns.
May	31,	Letts.
June	7,	Jugo-Slavs.
June	14,	Esthonians.
June	21,	Letts.
June	28,	Finns.

Special Nationalities

Armenians

"Tragedy of Armenia," Papazian.
"Armenian Poems," Alice Stone Blackwell.
"Through Armenia on Horseback," Hepworth.

Slavs.

"Our Slavic Fellow Citizens," Balch.
"Bohemia under Hapsburg Misrule," Capek.
"Slovaks of Hungary," Capek.
"Heart of Europe," Pergler.
"Interpretation of the Russian People," Wiener.
"Potential Russia," Child.
"A Hundred Years of Russian History," Howe.
"Some Russian Heroes, Saints and Sinners," Howe.
"Russian Empire of Today and Yesterday," Winter.
"History of the Lithuanian Nation," etc., Jusaitis.
"Ukraine's Claim to Freedom," Ukrainian National Association.
"Serbia in Light and Darkness," Velimirovic.
"Serbia: a Sketch," Reed, H. L.

Rumanians.

"Rumania, Her History and Politics," Mitrany.
"Domestic Life in Rumania," Kirke.

Greeks.

"Greeks in America," Burgess.
"Story of the Greek People," Tappan.

Syrians.

"New International Encyclopedia."
"Far Journey," Rihbany.
"Syrian Christ," Rihbany.
"America, Save the Near East," Rihbany.

"Syrian Home Life," Jessup.
"Syria, The Land of Lebanon," Leary.
"Fifty-three Years in Syria," Jessup.

Italians.

"Italian Today, American Tomorrow," Robbins, "Outlook," June 10, 1905.
"The Coming of the Italian," "Outlook," February 24, 1906.
"Races and Immigrants in America," Commons.
"Italian Life in Town and Country," Villari, L.

Finns.

"Finland and the Finns," Reade.
"Finland as It Is, De Windt.
"Summer Tour in Finland," Waineman.
"The Land of a Thousand Lakes," Young.
"Finland Today," Renwick.

Portuguese

"Portugal and the Portuguese," Bell.
"Portugal, Old and Young," Young.
"The Azores," Haeberle, "National Geographic Magazine," June, 1919.

Poles — Historical.

"Old Homes of New Americans," Clark.
"Poland, The Knight Among Nations," Van Norman.
"Poland," Brandes.
"Poland of Today and Yesterday," Winter.
"Poland, a Study in National Idealism," Gardner.

Historical Fiction:

"With Fire and Sword," Sienkiewicz.
"The Deluge," Sienkiewicz.
"Pan Michael," Sienkiewicz.
"Brief History of Poland," Orvis.

Poles — Peasants.

"Polish Peasant in Europe and America," Thomas and Znaniecki.
"Slavs on Southern Farms," Hodges.
"Two Glimpses of New England Poles," "Forum," February, 1914.
"Americanizing Eighty Thousand Poles," "Survey," June 4, 1910.
"The Black Dirt People," "Outlook," December 25, 1909.

"The Pole in the Land of the Puritan," "New England Magazine," October, 1903.
"Jan, the Polish Miner," "Outlook," March 26, 1910.

Poles — Polish Jews:

"Jews of Russia and Poland," Friedlander.
"My Mother and I," Stern.
"Out of the Shadow," Cohen.
"Promised Land," Antin.

Lithuanians.

"History of the Lithuanian Nation," etc., Jusaitis.
"Pan Tadeusz," Mickiewicz.
"Lithuania in Retrospect and Prospect," Szlupas, J.

Maro S. Brooks, *Deputy Commissioner of Education,* Concord, *Letter November* 26, 1919. *Bulletin, "School Laws of* 1919."

8. Teaching of English Language in Public, Parochial and Other Private Schools, and to Non-English-Speaking Adults

a. SOME STEPS ALREADY TAKEN

Correspondence of Committee with Rt. Rev. George Albert Guertin, D.D., Bishop of Manchester, July and August, 1918.
Appointment Diocesan Superintendent of Parochial Schools.
Report of Conference of School Superintendents, Chairmen of School Boards and Others, Representatives' Hall October 31, 1918.
Letter of Rt. Rev. Bishop Guertin to the Roman Catholic Clergy, November 15, 1918.
Reprint of Interpretative Editorials.
Resolutions, New Hampshire State Federation of Labor.
Action of New York State Federation of Labor.
Resolutions of New Hampshire Manufacturers' Association.
Resolutions of the Association Canado-Americaine.

State House, Concord
December, 1918

b. FOREWORD

The following statement cannot be questioned by any patriotic American, viz., that all our citizens of whatever race should be able to converse and do business together in one common language

is vitally essential for good citizenship and for the well-being and the preservation of a form of government like ours, *the security of whose foundations rests solely on the sound public opinion of the electorate.*

> "There is no one thing so supremely essential to a government such as ours, *where decisions of such importance must be made by public opinion,* as that every man and woman and child shall know one tongue, that each may speak to every other and that all may be informed." (*Secretary Lane's annual report, just issued.*)

This pamphlet is compiled and printed primarily for the information of the citizens of New Hampshire with reference to some of the first steps taken in the attempt to provide that every man, woman and child in this state shall be able to speak, read, write and understand our national language — English.

The work of this Committee and of the State Department of Public Instruction is intimately related, in many respects identical. We have jointly undertaken the development of evening schools in the larger cities and towns, using modern methods of teaching. Under the arrangements now being perfected, some of which are shown herein, the success of these schools throughout the state seems to be assured. A full report of the development of our evening schools will be published in the near future.

It is believed that the special work of this Committee should be continued by a department of the state public school system, created by and acting under legislative authority.

STATE HOUSE, CONCORD, DECEMBER, 1918

(Copies of this pamphlet and of the original program issued under date of August 20, 1918, and referred to on page 3 hereof, to a limited amount may be obtained upon request to the Committee, State House, Concord.)

c. CORRESPONDENCE OF COMMITTEE WITH RIGHT REVEREND GEORGE ALBERT GUERTIN, D.D., BISHOP OF MANCHESTER

STATE HOUSE,

CONCORD, N. H., *July* 26, 1918.

RT. REV. GEORGE ALBERT GUERTIN, D.D., *Bishop of Manchester,* Manchester, N. H.

MY DEAR BISHOP GUERTIN.— We enclose for your use, an advance and confidential copy of the program of this Committee to be generally distributed about August 20th.

The appointment and authority of this Committee as a sub-committee of our New Hampshire Committee on Public Safety, upon the initiative of the Federal Government through the United States Bureau of Education, what the term Americanization means, the work of the committee and the methods by which it hopes to accomplish results are also set forth in the program.

It is sent to you, as the head, in this State, of a great historic church whose followers number about one-quarter of our entire people and whose wholesome influence over its communicants is deservedly great and useful. You are also the head of a system of parochial schools which are said to number nearly 20,000 pupils, or almost one-quarter of the total number of children of school age in the State. It is also sent to you as an American citizen whose earnest desire must be to promote the highest and best type of citizenship in our common country.

Among other things you will agree that it is vitally essential for such citizenship and for the well-being and perhaps the preservation of our form of government that every man, woman and child in New Hampshire shall be able to speak, read, write and understand our national government.

We urgently need the powerful influence and the sympathetic and earnest co-operation of yourself as a stalwart American citizen as well as Bishop of the Catholic Diocese of New Hampshire, and of all the members of your church in this State.

Speaking for your people in New Hampshire will you not exert that influence and give use that kind of co-operation?

An early affirmative reply will greatly aid us. We await that reply with confidence that this great public work merits and will receive your cordial approbation.

The Committee has asked Mr. Wilfrid J. Lessard, of Manchester, to submit the foregoing to you and receive your personal reply for the Committee.

Believe me,

Very sincerely yours,

FRANK S. STREETER,

Chairman for Committee.

STATE HOUSE,
CONCORD, N. H., *July* 26, 1918.

RT. REV. GEORGE ALBERT GUERTIN, D.D., *Bishop of Manchester,*
Manchester, N. H.

MY DEAR BISHOP GUERTIN.— On page 2 of this Committee's program to be distributed about August 20th, an advance and confidential copy being enclosed herewith, you will find copy of the four fundamental principles adopted at the Washington meeting called by Secretary Lane and held on April 3d. Among these you will note the following:

> "4. That in all schools where elementary subjects are taught they should be taught in the English language only."

This action initiated by our federal government, to be made applicable in all the states, is in conformity with our New Hampshire statutes that the common English branches shall be taught in English only.

In the application of that principle to the conduct of the elementary schools in New Hampshire, including all parochial schools, the following statement is suggested as one that may be properly approved and carried out by all having charge or control of such schools, namely:

1. That in the instruction of children in all schools, including private schools, in reading, writing, spelling, arithmetic, grammar, geography, physiology, history, civil government, music and drawing the English language shall be used exclusively, both for the purposes of instruction therein and for purposes of general administration.

2. The exclusive use of English for purposes of instruction and demonstration is not intended to prohibit the conduct of devotional exercises in private schools in a language other than English.

3. A foreign language may be taught in elementary schools provided the course of study (or its equivalent) outlined by the New Hampshire Department of Public Instruction in the common English branches, that is, in reading, writing, spelling, arithmetic, grammar, geography, physiology, history, civil government, music and drawing, be not abridged but be taught in compliance with the law of the state.

We would be glad to have you as the head of our parochial schools in New Hampshire, examine this general statement as it is made relative to the instruction and general administration in such

schools and give this Committee your approval of its general adoption for all the New Hampshire schools.

The foregoing statement has been prepared after several conferences with prominent Catholic laymen interested in the parochial schools, and with Mr. Butterfield, the State Superintendent of Public Instruction, and has the endorsement of the State Superintendent, of these laymen, and of this Committee, and we hope you will find it so drawn that you will be able to give it your cordial approval.

Believe me,

Very sincerely yours,

Frank S. Streeter,
Chairman.

Bishop's House, 145 Lowell Street
Manchester, N. H., *July* 31, 1918.

The Honorable Frank S. Streeter, Concord, N. H.

Honorable and Dear Sir.— The Right Reverend Bishop directs me to write that Wilifrid J. Lessard, Esq., of Manchester, has delivered to him two letters from you in regard to plans for Americanization.

The Right Reverend Bishop, who has been absent on account of episcopal visitation, wishes me to say that he heartily endorses the contents of your letter and that his personal letter expressing his approbation will be sent to you in a few days through Wilfrid J. Lessard, Esq.

I beg to remain, Honorable and dear Sir,

Yours sincerely,
J. S. Buckley, D.C.L.,
Chancellor.

Bishop's House, 145 Lowell Street
Manchester, N. H., *August* 2, 1918.

The Honorable Frank S. Streeter, *Chairman, New Hampshire Committee on Americanization,* State House, Concord, N. H.

Honorable and Dear Mr. Streeter.— I am in receipt, at the hands of Wilfrid J. Lessard, Esq., of Manchester, of your communications dated July 26, 1918, with enclosures.

In reply to your communications I would state that the Bishop of Manchester may be relied upon always to give his cordial

approval and his staunch support to any movement that may help to make men practical Christians and loyal citizens. Any action that may assist parents to bring up their children in the fear and love of God, in respect for and obedience to all lawfully constituted authority must have the encouragement and influence of every Catholic Bishop.

As true education should procure for man the means of developing his whole being in the attainment of the end for which he was destined by the Creator and as man is a composite being, in whom the body is the handmaid of the soul, so education while not neglecting the means requisite for man's physical and mental well-being must provide means for his moral training. Such education has for its basic principle the words of our Divine Master: "Render to Caesar the things that are Caesar's and to God, the things that are God's." And obedience to this fundamental principle begets not only true love and sincere service of God, but also loyal citizenship and self-sacrificing patriotism. For, in the light of this principle the very acquittal of our obligations towards the state and the nation is truly the fulfillment of a duty towards Almighty God Himself.

Therefore, as the Bishop of Manchester, with the responsibility for the souls of the citizens of our great state committed to my care, with the obligation, as a citizen, of serving God by seeking the welfare of our state and our nation, I most cordially approve of and willingly lend my co-operation to any movement in accordance with the fundamental principle of education. "Render to Caesar the things that are Caesar's; and to God, the things that are God's."

I have read carefully, dear Mr. Chairman, the three articles, namely:

1. That in the instruction of children in all schools, including private schools, in reading, writing, spelling, arithmetic, grammar, geography, physiology, history, civil government, music and drawing the English language shall be used execlusively, both for the purposes of instruction therein and for the purpose of general administration.

2. The exclusive use of English for purposes of instruction and administration is not intended to prohibit the conduct of devotional exercises in private schools in a language other than English.

3. A foreign language may be taught in elementary schools provided the course of study (or its equivalent) outlined by the New Hampshire Department of Public Instruction in the common

English branches, that is, in reading, writing, spelling, arithmetic, grammar, geography, physiology, history, civil government music and drawing be not abridged, but be taught in compliance with the law of the state. By which the fourth general principle on Americanization, namely:

> "4. That in all schools where elementary subjects are taught in the English language only,"

is explained and interpreted by the New Hampshire Committee on Americanization, and to that explanation and interpretation of the fourth principle on Americanization by the New Hampshire Committee, I give my cordial approval for adoption in all New Hampshire schools.

I am, Honorable and dear Mr. Streeter,

Yours sincerely,
(Cross) GEORGE ALBERT GUERTIN,
Bishop of Manchester.

STATE HOUSE,
CONCORD, N. H., *August* 14, 1918.

RT. REV. GEORGE ALBERT GUERTIN, D.D., *Bishop of Manchester,* Manchester, N. H.

MY DEAR BISHOP GUERTIN.—I have yours of the second instant, assuring this Committee of your earnest and sympathetic aid in carrying on its work; also expressing your cordial approval of the principle adopted at Washington ("4. That in all schools where elementary subjects are taught, they should be taught in the English language only") as the same is explained and interpreted in the three articles submitted in ours of the 26th ultimo.

In behalf of the Committee, let me express our gratification at your assurance of a sympathetic support for our general work; also that a mutual understanding so harmonious and satisfactory to all concerned, has been reached with reference to the question of teaching English in all our schools.

Very truly yours,
FRANK S. STREETER,
Chairman.

APPOINTMENT OF DIOCESAN SUPERINTENDENT OF PAROCHIAL SCHOOLS

On October 13, 1918, Rt. Rev. Bishop Guertin informed the chairman of the Committee on Americanization that he had appointed Rev. P. J. Scott, Rector of St. Michael's Church, Exeter, N. H., to the office of Diocesan Superintendent of Parochial Schools throughout the State of New Hampshire, closing his letter with the following statement:

> "I feel satisfied that with a thorough understanding and a sympathetic willingness to work together in harmony, there exists no reason why the public and parochial schools of New Hampshire cannot place our beloved state in the foremost rank in matters educational and patriotic."

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d. REPORT OF CONFERENCE ON EVENING SCHOOLS

October 31, 1918

On October 31st a conference of school superintendents, chairmen of school boards and others was held at Representatives' Hall, State House, Concord, N. H., the Rt. Rev. Bishop Guertin being represented at that conference by the Rev. J. S. Buckley, D.C.L., Chancellor of the Diocese of Manchester, and by the Rev. P. J. Scott, Diocesan Superintendent of Parochial Schools in New Hampshire.

The notice of the conference stated that there would be a thorough consideration of the subject of evening schools and the use of effective modern methods in carrying on such schools successfully in this state; also that the Federal Government urges the maintenance of such schools for non-English speaking people as an essential part of the program of war and post-war activities.

Notice was also given that after lunch there would be an informal general discussion of the most effective modern methods of teaching, and that Miss Mary Mugan, assistant superintendent of schools of Fall River, Mass., a highly competent and experienced expert, would organize a class from those present and practically exemplify such methods of teaching.

The Manchester "Union" of November 1st contained the following news report of the conference:

e. IMPRESSION OF A GOING CONCERN

FEATURE OF BIG AMERICANIZATION CONFERENCE HELD AT CONCORD

CONCORD, *October* 31.— The state department of public instruction, religion, industry, Dartmouth College, organized labor, and

many other interests of great influence were represented at a meeting in Representatives' Hall and the Eagle Hotel today, called and presided over by Gen. Frank S. Streeter, chairman on Americanization, and devoted to a discussion of Americanization through the teaching of English to the new Americans, who used to be called "foreigners".

In a day packed with interesting things, the special feature was an exemplification of modern evening school methods of teaching English by Miss Mary Mugan, assistant superintendent of schools of Fall River, Mass., a most illuminating demonstration, in which the audience was carried right through a lesson in away calculated to fix it in mind.

The meeting opened at 11 o'clock in Representatives' Hall and was attended by a large number of instructors and superintendents and representatives of the church and of industry. It was at once a general meeting, a conference and a school of instruction.

General Streeter spoke briefly, explaining the work of the Committee on Americanization in New Hampshire, developing the idea that the teaching of English to the foreign-speaking peoples is the first step towards their complete Americanization, and outlining the process by which the work of the committee has been built up around the state department of public instruction. He then called upon the state superintendent, E. W. Butterfield.

Mr. Butterfield's brief talk was, in a way, a revelation. It was addressed to the teachers and superintendents present and proceeded upon the assumption that the machinery of education in English was already in operation. His was a practical talk on methods of procedure to men already at work and was calculated to give the impression that was deepened as the meeting went on.

The superintendent was followed by M. S. Brooks of Exeter, who is organizing the work of the committee in the schools and who gave another practical talk, amplifying and applying certain general principles outlined by the superintendent. Then he answered questions and once more the idea of a going concern was pressed home. The questions were numerous, practical and pointed — questions of men who are at work.

Ralph C. Fittz of Manchester, a member of the committee staff and connected with one of the greater industries, the McElwain concern, spoke to the industrial employers present, showing their part in the Americanization undertaking.

f. MANCHESTER'S PROGRAM

Then Superintendent of Schools Herbert L. Taylor of Manchester gave a most interesting account of the process by which Manchester has prepared to go into this business in a big way and to open its evening schools within a few days with a staff of more than 200 carefully selected teachers who have taken a normal course in the modern methods of teaching English. He closed a thoroughly enjoyable and familiar talk with the vigorous remark that "if with the people in their present state of mind and with all the forces available for pushing of the evening schools and the English-teaching program through to success, the thing is not done now, it can't be done for many years to come."

And throughout the superintendent's stirring talk this idea that the thing was going got firmer hold.

At its close General Streeter invited his guests to the Eagle Hotel for luncheon, and it was at the tables that one got the idea of pretty much the whole state back of this movement. When one saw the superintendent of public instruction, the Episcopal Bishop of New Hampshire, the Chancellor of the Catholic diocese and the superintendent of the Catholic parochial schools, the president of Dartmouth College, representatives of organized labor, and of the Federation of Women's Clubs, the general manager of the McElwain plant in Manchester, representatives of the Amoskeag Manufacturing Company, the president of the Manchester Board of Commerce, the president and secretary of the New Hampshire Manufacturers' Association, and scores of other men and women, all representative, all connected with organizations or institutions of immense influence, and all gathered around the head of the New Hampshire Committee on Americanization, one could not escape the idea of a tremendous force at work.

Luncheon over, General Street introduced Miss Mugan, whose instructive talk has already been referred to. At its close the speaker answered literally scores of questions.

Miss Mugan was followed by Rev. Father P. J. Scott, superintendent of Parochial schools in New Hampshire, who gave a fine talk on the general theme of fair play for the new Americans, and a spirit of co-operation with them. In the course of his stirring remarks he made one of the hits of the whole day with the remark that "we must begin by Americanizing the Americans", getting all Americans to understand that America is greater than any of its racial stocks.

President Hopkins of Darmouth followed with a brief, pithy address filled with illustrations of the practical effects of Americanization by process of education in English, observed by him in the course of his service as assistant to the secretary of war, in the military camps, the steel mills, and in his dealings with the trade unions that promote English speaking. He closed with a statement of the two theories of education, one of which would highly cultivate the select few, the other concerning itself with the leveling up of the mass, and took the ground that in America both could be operative, but that the latter is of prime importance.

The last speaker was W. L. Shaw, general manager of the McElwain plant in Manchester, who gave a typical after-dinner talk, packed with pleasantries, but deeply serious in undertone, and built around the idea of the responsibility resting upon the employers of men to deal with their men as men.

Concerning the conference the following editorial appeared in the Manchester "Union," November 1st.

FOR AMERICA

Dull indeed were he who could sit through yesterday's meeting in Concord, listen to the burning words of men and women who are working for America by striving for the Americanization of all her new sons and daughters, and not visualize a finer America as all our people are gradually brought to the knowledge of a common tongue. But there were no dull minds there, and the vision came to and laid hold upon all those earnest men and women.

Somehow, we never go to one of these Concord meetings that we do not associate it with that other great gathering in Representatives' Hall, almost on the eve of the declaration in March, 1917 (referring to the memorable meeting in Representatives' Hall on March 20, 1917, at which th Honorable George W. Wickersham, upon invitation of both Houses of the New Hampshire Legislature, under the auspices of the New Hampshire Defense League, gave a most thrilling address on the necessity of "Preparedness" and aroused the entire State to the urgent need of providing for the National defense), when the New Hampshire Legislature, and hundreds of New Hampshire's sons and daughters, passed out of peace into war — when the state entered the war. Then our thoughts were upon preparedness, recruiting, food, munitions,

coming battles, death and wounds, boundless charity for relief work, everything relating to war. Who of us on that wonderful day so much as thought of the splendid things that were coming to us because of the war, of the new brotherhood, the new fellowship of service, the new joy of giving? Who among us so much as thought that in a few months we should see as a direct result of the war, the beginnings of an organized movement, backed by every influence for good in the whole state, looking to a closer union of all our people by familiarity with a common speech.

Yet this is what we saw yesterday, and it is the aspect of the support of the movement that we wish to speak about. It is solid. Yesterday's meeting enabled us to see this. The state, acting through its department of public instruction; the Catholic Church, that ministers to the spiritual needs of most of our foreign-speaking new Americans; the Protestant Church, represented yesterday by its Episcopal Bishop; Dartmouth College, whose president addressed the meeting, not only as college president, but also as assistant to the secretary of war in charge of industrial relations; organized labor, and many other institutions were represented there. All these powerful influences are back of and co-operating with the New Hampshire Committee on Americanization.

The thing is no longer a dream. It is a fact. The state, church, religion, education, industry, and labor are mustering their forces and throwing them into the work of leading our new Americans into a knowledge of our speech. To this array of strength may be added the press of New Hampshire, for which we feel at perfect liberty to speak. With all these forces for good going out to meet our people who are seeking the way to the full benefits of American citizenship, what can prevent the gradual dissemination of a knowledge of the English tongue among our entire foreign-speaking population through the media of the day schools, public and parochial, and evening schools especially equipped for this purpose?

And it may be said that our own New Hampshire is already well on the way to taking a place among the first rank of states in this work for America. It is splendid.

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g. RT. REV. BISHOP GUERTIN'S LETTER OF INSTRUCTION TO THE CLERGY OF HIS DIOCESE

One of the most progressive and history-making documents of our day, looking to the carrying of the great lessons of the war into the days of peace, is the letter of instructions sent to all the

priests of the diocese by Right Reverend George Albert Guertin, Roman Catholic Bishop of Manchester, under date of November 15, 1918. Since July the Committee on Americanization has been in close relations with Bishop Guertin regarding the teaching of English in the parochial schools. The bishop's letter, which is printed below, establishes for the parochial schools of the diocese a uniform course of studies patterned after the requirements of the State Department of Public Instruction and based upon the interpretation of the fourth principle of Americanization adopted by the Committee, the State Superintendent of Public Instruction, and the Bishop, and mutually agreed upon as a working basis for the application of said principle in all New Hampshire schools.

[seal]

Bishop's House,
Manchester, N. H., *November* 15, 1918.

Reverend and Dear Father: — The advent of peace and the complete vindication of the fundamental principles for whose defense our beloved country entered the World War are subjects for the expression of our fervent gratitude to the God of all justice to Whom nations, not less than individuals, must render an account. Towards the attainment of this glorious achievement, the faithful of our diocese have contributed an honorable share, a record of loyalty and generosity in which their zealous pastors may take a legitimate pride.

We are convinced that in all measures designed to perpetuate the blessings thus secured to our country, the same spirit of loyal co-operation will be ever manifest. To one of these measures we wish to direct your particular and prompt attention. The movement of Americanization having for its object "*to unite in a common citizenship under one flag all the peoples of America,*" is a movement to which everyone who makes his home within the borders of the United States must subscribe. From the State House, you have received a copy of the program of the New Hampshire Committee on Americanization and for that document we bespeak your early and prayerful study. To bring about the desired union, the ability of all who dwell permanently within our State to speak a common language — English — is a necessary first step. To this end we would urge all pastors to encourage attendance at evening school by all parishioners who may be wanting a knowledge of the English tongue.

The position of our parochial schools in this matter is clearly set forth in the correspondence between the Bishop of Manchester and the New Hampshire Committee on Americanization, through its chairman, the Honorable Frank S. Streeter. Therein you will find the fourth fundamental principle of Americanization adopted at a meeting of the governors and chairmen of Committees on Public Safety, called by Secretary Lane and held in Washington on April 3, 1918, namely, *"That in all schools where elementary subjects are taught, they should be taught in the English language only,"* clearly explained and interpreted by the New Hampshire Committee on Americanization and the State Superintendent of Public Instruction, approved by the bishop as explained and interpreted, and mutually agreed upon as a working basis for the application of said principle in all New Hampshire schools. This interpretation is as follows:

1. That in the instruction of children in all schools, including private schools, in reading, writing, spelling, arithmetic, grammar, geography, physiology, history, civil government, music and drawing the English language shall be used exclusively, both for the purposes of instruction therein and for purposes of general administration.

2. The exclusive use of English for purposes of instruction and administration is not intended to prohibit the conduct of devotional exercises in private schools in a language other than English.

3. A foreign language may be taught in elementary schools provided the course of study (or its equivalent) outlined by the New Hampshire Department of Public Instruction in the common English branches, that is, in reading, writing, spelling, arithmetic, grammar, geography, physiology, history, civil government, music and drawing, be not abridged but taught in compliance with the laws of the state.

These three articles as approved by us, admit of no evasion or equivocation. They are intended to serve as the foundation of a working program for our schools, and their incorporation into that program demands the surrender of nothing that is vital to the well-being and progress of any Catholic school. Due provision is made for religious instruction and for the teaching of any language that may be desired in addition to the course of studies (or its equivalent) outlined by the New Hampshire Department of Public Instruction.

This program must be carried out in all the schools of our diocese and we charge the conscience of pastors and all others having the care of schools, to take whatever steps may be necessary to put it into execution as promptly as conditions will permit. A full measure of good will on your part and reasonable time will solve all problems of detail which may arise. In all such problems both pastors and teachers may look to the Rev. P. J. Scott, Diocesan Superintendent of Schools, for sympathetic aid and direction. To him we have relegated full authority for the supervision of all schools within our diocese. He is hereby directed and empowered to make an immediate and complete survey of the school situation and, after full consultation with the reverend pastors and heads of schools, to formulate a universal course of studies to be followed by all primary schools under our jurisdiction. The important work thus confided to him, Father Scott takes up in obedience to authority and with the sole desire to promote the welfare of Church and State. To the end that such service may produce the beneficial results to which we all look forward, the Diocesan Superintendent of Schools must be given, by all with whom he is to labor, the attention and co-operation consonant with the responsibilities of his office.

Your humble servant in Christ,

(Cross) George Albert Guertin,
Bishop of Manchester.

Jeremiah S. Buckley, D. C. L.,
Chancellor.

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h. EDITORIAL FROM NEW HAMPSHIRE NEWSPAPERS

Coincident with the publication of the foregoing letter from Bishop Guertin in the newspapers of the state, the Manchester "Union" contained the following editorial under date of November 20th:

AN HISTORIC EVENT

It is with pleasure that the "Union" records to-day the first constructive act looking to the application of the great lessons of the war to the problem of the coming days of peace — the history-making order of the Bishop of the Diocese of Manchester requiring the use of the English language for instruction in a state-wide parochial course of study patterned after that required by the

state department of public instruction, while still preserving the use of foreign languages for instruction in these languages and for the purposes of devotion.

We hardly got into the war when it ended, and the question whether or not we had been really gripped by the conflict, really moved by it so that we should be profoundly affected by it, arose instantly upon the signing of the armistice. Here is the first answer to the question: While we are still in the partial bewilderment of surprise, and have hardly grasped the fact of peace, it develops that the vision of " a common citizenship, under one flag, of all the peoples of America," and of a common language, English, as a means to this union, has arisen as an attainable thing before the eyes of the Bishop of Manchester, and that in the days of the war he had so completely cleared away the primary obstacles to the realizing of the vision that he could signalize the return of peace by putting into effect his carefully made plans for a transformation of the educational process in the schools under his charge.

It is a matter of good hope that on the very threshold of peace there should be this great constructive act, at once incentive and precedent for others looking to the effecting of a " more perfect union " of the people of the United States.

There are so many aspects of this splendid act that one is almost at a loss to write upon it within the compass of a necessarily brief editorial article, but one stands out so conspicuously as to compel admiring comment. The basic need for the welding of our polyglot people into a new union founded in knowledge of a common tongue, a need long understood, became imperative once we faced war. The situation need not be reviewed, we are all familiar with it. The fine fact to get firmly in mind is that once the problem took shape, the men of New Hampshire upon whom the solution necessarily devolved set about their task. With statesmanlike vision, with unmeasured good-will, with high purpose to seek and attain that which should be of lasting good to the individual, the state and the nation, the New Hampshire Committee on Americanization and the leader of the Catholic Church, whose spiritual charges are vitally concerned, worked hand in hand through months of painstaking study and preparatory labor, and in the end achieved a result which places New Hampshire in the very front rank of the Americanization movement.

It is true that the result achieved is but the beginning of results. The educational plan remains to be applied. What lies ahead is a process. The full fruitage of the tree that is being planted in this our day will be gathered by men of other days. But a definite beginning has been made. For the good of church and state, for the good of countless boys and girls, for America, that has been done which in the course of time will give to every child in New Hampshire the benefits of a standardized elementary education, and a practical working knowledge of the language of the nation's laws and business intercourse. We believe that in the coming days men will look back upon this week as the beginning of a new era in New Hampshire.

Concord, *December* 5, 1918.

A careful reading of the correspondence of this Committee with Bishop Guertin and the letter of November 15th from the Bishop to all the priests of his diocese leaves no doubt as to the meaning and intent of all parties. The following editorial by George L. Kibbee is taken from the Manchester "Union" of November 21, 1918:

i. how it works out

The first impression made by Bishop Guertin's letter to the priests of the diocese, relative to the new educational plan for the parochial schools, is that of its immense significance, then certain questions arise. How is the plan going to work out? Does it take anything away from anybody? Does it relate to religion? Does it require that we become a people of only one speech? And all these and many more questions are answered by the history-making document.

In the first place the Americanization program explicitly safeguards the religious beliefs and practices of those concerned. The working agreement contains a clause which provides that the exclusive use of English in instruction in the standardized course, and for administrative purposes, is not intended to prohibit the conduct of devotional exercises in a language other than English.

Nor is it intended — let us say, it is not desired — to discourage in any way the use of foreign tongues. The purpose is not to restrict Americans to one language, it is simply to make them all familiar with one language, that of our laws. We desire that all the others shall be preserved and that their enriching influences may be exerted upon our society and our literature.

The educational plan takes nothing from anybody. It asks nobody to give up the language of his racial stock, or the literature that enshrines the ideas and ideals of his people. It gives, instead of taking. It adds a language to the mental equipment of those who are benefited by it, and takes none away. It will make no man smaller, narrower, less competent in any way, but will make broader and more competent, by adding a useful tool to the working outfit of many of our men.

Let us not go wrong in our thinking at this point. There is neither purpose nor desire to lose the foreign languages out of our American life. It is the purpose of the educational plan in which the diocese is co-operating to promote the essential union of Americans by enabling all of them to converse and do business together in one common language. Its purpose is to enrich as well as to unify American life, not to impoverish it.

The foregoing so clearly and sympathetically interprets the spirit as well as the letter of the written words that we reprint it here as a definite and complete expression of the understanding of all concerned.

FRANK S. STREETER, *Chairman,*
Americanization Committee.

EARNEST W. BUTTERFIELD,
State Superintendent of Public Instruction.

REV. P. J. SCOTT,
Diocesan Superintendent of Parochial Schools.

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j. RESOLUTIONS OF NEW HAMPSHIRE FEDERATION OF LABOR IN SUPPORT OF WORK OF NEW HAMPSHIRE COMMITTEE ON AMERICANIZATION

Adopted at Annual Meeting, Keene, N. H., July 18, 1918.

Whereas, The Federal Government has entrusted to the United States Bureau of Education a more thorough Americanization of our foreign-born people, and at the request of the Bureau of Education our New Hampshire Committee on Public Safety has created a Committee on Americanization to carry on this important work in New Hampshire, and

Whereas, Said Committee is acting in close co-operation with the State Department of Public Instruction in preparing plans to carry out the general proposals which were adopted at a meeting

called by Secretary Lane and held in Washington April 3, 1918, namely:

1. The adoption of the policy that the Federal Government should co-operate with states and through the states with the local communities in carrying on an extensive, intensive, and immediate program of Americanization through education, especially for non-English-speaking foreign-born adults.

2. That the industries employing large numbers of non-English-speaking foreign-born persons should co-operate with local communities, state and federal governments in carrying out this propositon.

3. That adequate appropriations should be provided by the Congress to be expended through appropriate governmental agencies for the foregoing purposes.

4. That in all schools where elementary subjects are taught they should be taught in the English language only.

Now, therefore, be it resolved by the New Hampshire Federation of Labor in Convention assembled:

1. That this Federation most heartily endorse the foregoing proposals adopted at said Washington meeting and pledge our cordial support to the Committee on Americanization and the public school officials in their efforts to carry said proposals into practical effect in New Hampshire.

2. That this Federation and its officers will urge all members:

To encourage all non-English-speaking members in this state to read, write and speak English.

To influence, so far as practicable, every present member of our local unions, who does not speak English, to register at a night school.

To urge upon school and city authorities their support of the educational program suggested by the Americanization Committee of the State of New Hampshire.

3. That the incoming executive board be instructed by the convention to recommend rules that all future applicants for membership in affiliated local unions shall be encouraged to speak and read or write the English language understandingly.

4. And be it further resolved, That the executive board be instructed to co-operate with the New Hampshire Americanization Committee.

NEW HAMPSHIRE STATE FEDERATION OF LABOR,
RICHARD W. COONEY, *President,*
CHARLES H. BEAN, *Secretary-Treasurer.*

SIGNIFICANT ACTION OF NEW YORK STATE FEDERATION OF LABOR

At the Fifty-fifth Annual Convention of the New York State Federation of Labor, recently held at Rochester, N. Y., the following rule or principle was adopted on recommendation of the Committee on Education, viz.:

> "Acquisition of a fair knowledge of the American language by a continuous shop and school instruction, supervised by state educational authorities, to be required of all employed foreign language aliens, as a condition of continued employment."

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k. RESOLUTIONS OF NEW HAMPSHIRE MANUFACTURERS' ASSOCIATION

On December 5, 1918, the following resolutions were adopted by the executive committee of the New Hampshire Manufacturers' Association with the approval of the Board of Directors:

Resolved: 1. That the New Hampshire Manufacturers' Association heartily endorses the fundamental principle that the industries of the State of New Hampshire should do everything in their power to bring about as rapidly as possible the condition that all employees should be able to speak, read, write and understand the English language.

2. That the manufacturers of New Hampshire stand ready and willing to co-operate with the New Hampshire Committee on Americanization, with the schools, and with all other public activities in this direction.

3. That the manufacturers do this, recognizing that such a position is justified not only on social grounds but because it is for the welfare of the manufacturing industries themselves and for their future success that such a condition should be brought about.

NEW HAMPSHIRE MANUFACTURERS' ASSOCIATION,
F. P. LYONS, *President.*
FRANK A. FRENCH, *Secretary.*

1. RESOLUTIONS OF THE ASSOCIATION CANADO-AMERICAINE * APPROVING THE WORK OF THE NEW HAMPSHIRE COMMITTEE ON AMERICANIZATION

Adopted at a meeting of the High Court, Manchester, N. H., December 11, 1918.

Whereas, The Association Canado-Americaine, by its constitution, Article 3, section A, proclaims that one of its objects is: "To unite in common action people of French descent with a view to their religious, social and economic development;"

Whereas, The Americanization movement seems to unite in one civic spirit all the citizens of the Republic by means of a common language, English;

Whereas, The interpretation and application of the principles of Americanization conform to the aims of the Association Canado-Americaine;

Whereas, It befits a Catholic society to follow the leadership of its Bishop and a Franco-American society to affirm both its American patriotism and its fidelity to its origin;

Resolved, That the High Court of the Association Canado-Americaine assembled at Manchester on the 11th day of December, 1918, gives its approval to the program of Americanization as set forth in the correspondence between the Rt. Rev. George Albert Guertin and the Honorable Frank S. Streeter, chairman of the New Hampshire Committee on Americanization;

Resolved, That the Association Canado-Americaine desires the organization of evening schools and urges attendance on the part of those who would profit thereby;

Resolved, That through its official organ, "Le Canado-Americaine," and in its public meetings, the Association Canado-Americaine strive to promote the work of Americanization as interpreted by civic and religious authority.

A. A. E. BRIEN, M.D., *General President.*
HENRI LANGELIER, *General Secretary.*

* The Association Canado-Americaine is the largest Franco-American fraternal order in New Hampshire. It has a total membership of 13,000 men and women, 8,000 of whom are residents in this state. The headquarters are in Manchester and local courts are organized in practically all of the French-speaking groups in New Hampshire. It has already appointed a committee on Americanization, composed of its ablest executives, and its sympathetic co-operation with the state committee, as above provided for, cannot fail to promote greatly the success of the Americanization work in this state.

m. COMMITTEE ON AMERICANIZATION

CO-OPERATING WITH

STATE DEPARTMENT OF PUBLIC INSTRUCTION

FRANK S. STREET, Concord, *Chairman.*

E. W. BUTTERFIELD, Concord, *Superintendent of Public Instruction.*

RICHARD W. COONEY, Portsmouth, *President New Hampshire Federation of Labor.*

Miss HARRIETT L. HUNTRESS, Concord, *Deputy Superintendent of Public Instruction, Chairman Women's Committee on Americanization.*

MRS. R. W. HUSBAND, Concord, *Field Supervisor, Red Cross Home Service.*

HENRY T. LEDOUX, Nashua, *Lawyer, U. S. Postmaster.*

WILFRIED J. LESSARD, Manchester, *Lawyer.*

RT. REV. EDWARD M. PARKER, Concord, *Bishop of New Hampshire (Episcopal).*

F. W. RAHMANOPP, Berlin, *Superintendent Brown Company (Berlin Mills).*

REV. P. J. SCOTT, Exeter, *Diocesan Superintendent Parochial Schools in New Hampshire.*

WINFIELD L. SHAW, Manchester, *Vice-President and General Manager W. H. McElwain Company.*

WILLIAM C. SWALLOW, Manchester, *Employment Manager, Amoskeag Manufacturing Company.*

RALPH C. FITTS, Manchester, *Secretary, Publicity Secretary W. H. McElwain Company.*

MARO S. BROOKS, *Executive Secretary, Superintendent Schools, Exeter.*

December, 1918.

9. Citizenship Training Through Industries

Letter from CLIFFORD P. WARNER, *Secretary*, W. H. McElwain Company, January 7, 1920:

"EDUCATION FOR ADULT ILLITERATE FOREIGNERS

"(1) We ourselves do not conduct any educational or Americanization work.

"(2) It is our distinct policy, however, to give preference to English-speaking applicants for employment, and we have in our employ at present comparatively few non-English speaking persons.

"(3) All of our factories are situated in the State of New Hampshire. The legislature of that state, at its session in 1919, enacted in Chapter (106) a law which provides among other things for the compulsory education of persons between sixteen and twenty-one who cannot read and speak English understandingly. No person or corporation may employ anyone between those ages in a district which maintains an evening or special day school, as required by law, who cannot read and speak English understandingly unless the employee is enrolled and regularly attends the school or has been duly excused therefrom. We believe that this law, as far as it goes, is very well drawn and commendable.

"(4) We would favor compulsory education for adult illiterate foreigners along the lines laid down by the New Hampshire law to which we have referred for persons between sixteen and twenty-one. So far as we are now able to form an opinion we believe that in New Hampshire, at least, educational work by the employer presents overwhelming difficulties. The difficulty with such education by the state, in New Hampshire and elsewhere, is the very great expenses involved."

10. Citizenship Training — Teachers

Letter from Maro S. Brooks, *Deputy Commissioner of Education,* Concord, December 26, 1919:

"I regret to state that as yet we have not established any definite requirements for teachers of the adult foreign-born. For the most part, we have made use of teachers of the public schools. It is my hope that in time we shall have organized in our cities a staff of teachers who will devote their entire time to the work of Americanization.

"In order to reply to your question as to the requirements for teachers, I have hastily sketched out the following list:

"I. *Personality.*

"Good mixer.

"Interested in humanity in general, especially in foreign people, history and affairs.

"Sympathy, and no trace of condescension; sense of humor, saving grace.

"Reserve energy.

"II. *Education.*

"Good general stock of all-around information, especially a knowledge of American history and civil government.

"A knowledge of work performed by students.

"Racial backgrounds should be studied most carefully in order to form a basis on which to deal with the foreign-born.

"Pedantry in any form is fatal.

"III. *Training.*

"Knowledge of general psychology, with emphasis on the learning process.

"Same of pedagogy, with special attention to presentation of subject matter.

"Practice in teaching the direct method."

11. Recommendations

Letter from ERNEST M. HOPKINS, *President,* Dartmouth College, Hanover, December 15, 1919:

"I was formerly for a good many years engaged in industrial work with particular emphasis upon safe-guarding the interests and preserving the efficiency of the production forces of various concerns.

"Fundamentally, my belief is that the spirit of the American Constitution and the benefits of representative government can best be conserved only by a common law and a common speech.

"It is in this connection that I feel, on the one hand, that despite some opinions to the contrary, the big industrial interests must share responsibility in this matter with the lawless immigrant; for, though it may have been indirectly done, the vast hordes of immigrant labor which have come to the United States have been, in the main, due to the willingness at least, of industry to exploit a situation in which men were not given the opportunity for learning the language or even of knowing much about the law.

"I believe that the responsibility is upon every industry which employs foreigners of alien tongue to provide means for their acquiring the common mother tongue and likewise for acquiring enough education so that they can analyze

between fallacious doctrine and that which is for their own best interests.

"No more shortsighted or unprofitable saving of money can be conceived of than that business interests should forego the costs of such moves as these. And I believe that the great majority are wholly disposed to accept the responsibility; and in cases of those interests which will not accept the responsibility I think that it should be forced upon them by process of law."

CHAPTER XXVIII
New Jersey

CALVIN N. KENDALL, *Commissioner of Education,* Trenton. Letter, November 11, 1919. Bulletin, "New Jersey School Laws, 1918" and "Annual Report of the State Board of Education and of the Commissioner of Education of New Jersey, 1918." Education Bulletin, "Amendments and Supplements to School Law together with Related Laws, Session of 1919."

1. State Legislation — Compulsion — Compulsion for Minors and for Minors of Employment Age

Amendments and Supplements to School Law, Chapter 35.

An act to amend an act entitled "An act to supplement an act entitled 'An act to establish a thorough and efficient system of free public schools, and to provide for the maintenance, support and management thereof, approved October nineteenth, one thousand nine hundred and three,' approved April fourteenth, one thousand nine hundred and fourteen."

Requiring schooling. Instruction.

2. Every parent, guardian, or other person having custody and control of a child between the ages of seven and sixteen years shall cause such child regularly to attend a day school in which at least reading, writing, spelling, English grammar, arithmetic and geography are taught in the English language by a competent teacher, or to receive equivalent instruction elsewhere than at school, unless such child is above the age of fourteen years, has been granted an age and schooling certificate, and is regularly and lawfully employed in some useful occupation, or service; and such regular

Attendance.

attendance shall be during all the days and hours that the public schools are in session in said school district, unless it shall be shown to the satisfaction of the board of education of said school district that the mental or bodily condition of the child is such as to prevent his

Proviso.

or her attendance at school; *provided,* that on and after July first, one thousand nine hundred and twenty, every parent, guardian, or other person having custody and control of a child between the ages of fourteen and

sixteen years, to whom an age and schooling certificate has been granted and who is temporarily unemployed, shall cause such child regularly to attend a continuation school at least twenty hours each week.

Attendance at continuation school.

On and after July first, one thousand nine hundred and twenty, every parent, guardian, or other person having custody and control of a child between the ages of fourteen and sixteen years, to whom an age and schooling certificate has been granted and who is regularly and lawfully employed, shall cause such child to attend a continuation school for a period of at least six hours during each week for at least thirty-six weeks in each year. Such attendance shall be in the school district or the county in which said child is employed and shall be during the hours when said continuation school in such district or county is in session; *provided,* that for reasons satisfactory to the state board of education, the commissioner of education may permit or require such child to attend a continuation school in the school district or the county in which he or she resides.

Where attend.

Proviso.

Employer's certificate issued.

12. The supervisor of school exemption certificates shall give to each child to whom an age and schooling certificate is issued a blank form of "employer's certificate," which shall be filled in by the person employing said child, setting forth the nature of the work the child is to do, the date the child starts work, also the salary a week to be paid the child, and an agreement to permit such child to attend a continuation school as provided in the laws of this state for a period of at least six hours during each week for a period of at least thirty-six weeks during each year, such six hours to be during the hours in which the said continuation school is in session, which form, correctly filled out, shall within two days be surrendered or returned by the person, firm or corporation employing said child to the supervisor of school exemption certificates of the district in which the child resides. If said child is employed in a school district other than that in which he or she lives the supervisor of school exemption certificates of the district in which such child lives, upon receipt of said "employer's cer-

Attendance at continuation school.

If child resides and works in different districts.

tificate," shall immediately send a duplicate of such certificate properly filled out and the address of said employer, together with a duplicate of the age and schooling certificate issued to such child, to the superintendent of schools of the county in which such child is employed, and said superintendent of schools shall forthwith forward said certificates to the board of education having jurisdiction over the continuation school which such child is legally required to attend. The child, upon securing employment, shall surrender the age and schooling certificate to his employer who shall retain said certificate during the time said child is in his employ; said employer shall, within two days after the child is discharged or ceases to work for him, surrender or return the age and schooling certificate to the supervisor of school exemption certificates of the school district in which said child resides, who shall file the same in his office and keep said certificate until such time as the child shall again secure employment. If, however, said employer does not know or cannot find the location of said child's residence, he shall surrender or deliver the age and schooling certificate to the supervisor of school exemption certificates for the district in which the business of the employer was located, and said supervisor of school exemption certificates shall make inquiry and search for said child, and if he cannot find where said child resides, he shall return the certificate to the supervisor of school exemption certificates who issued the same.

Surrender of certificates.

If child's residence unknown, disposition of certificate.

Whenever a child shall find other employment it shall apply to the supervisor of school exemption certificates of the school district in which said child lives for the return of the age and schooling certificate, together with a blank form of employer's certificate, and the employer shall retain and file in his office said age and schooling certificate, and fill in and return the employer's certificate as provided above. If said child is employed in a school district other than that in which he or she lives, on receipt of the "employer's certificate," the supervisor of school exemption certificates of the school district in which said child lives

Action when child changes employment.

shall immediately forward to the county superintendent of schools of the county in which the child is employed a duplicate of such certificate properly filled out and the address of said employer, together with a duplicate of the age and schooling certificate issued to such child, and said county superintendent of schools shall forward such certificate as provided above. . . .

2. State Legislation — Patriotic Measures (Annual Report, 1918)

a. SERVICE FLAG

To Teachers and School Officials:

The following is a good suggestion made by Assistant Commissioner Scott:

One way of stimulating the interest of pupils in the service of our soldiers and sailors in the war is through the display of the service flag.

It would seem fitting that every public school that has had some part in the training of a boy who is now becoming a soldier or sailor should display a service flag. This flag, displayed in the one-room school, or in the elementary or high school in a town or city, will help to show the boys and girls who are now attending the school what is being done by some former pupil or pupils?

In furnishing the children with democratic ideals the school is only second in importance to the home. Schools should be encouraged to show their pride in those whose training has been partly received in them and whose duty it now is to fight for the ideals for which the school stands.

The service flag in a school should make the children more appreciative of what our country means and at the same time give them greater pride in their school. Such service flags placed in the schools as well as the homes would be of some encouragement to our soldiers in training. They would see in a real sense how the young boys and girls back at home are trying to uphold the soldiers who are fighting the country's cause. It would not be very difficult for the teachers or pupils (preferably the latter) of a school to procure the names of soldiers who had formerly been its pupils.

Pupils might appropriately, as a part of their English exercises, write to a soldier at the front or in training a letter or letters expressing their pride in the fact that he was formerly a pupil in the school and asking what, if anything, the school could do for

him. It is possible that the school through its Red Cross and other activities might send to such former pupil some article or articles which he might need.

A service flag could be procured for a school at very little cost. The material for a small flag, 10 by 18 inches, costs approximately twelve cents. The boys could readily give this amount, perhaps earning it for the purpose. In practically every school in the state the girls would be able to make the flags, and this would be good employment for them. The only expense, then, would be the cost of the material.

All this would be one way of showing honor to the former boys of the public schools who are now answering their country's call.

Respectfully,

Calvin N. Kendall,
Commissioner of Education.

Approved, Melvin A. Rice, President State Board of Education, December, 1917.

b. The Junior Red Cross

The President of the United States has called upon the school children of the country to take part in the work of the Red Cross. This work will bring to every child an opportunity for patriotic service to his country and its allies. The need for this service will greatly increase as the war goes on. In order that the work may be organized and made efficient the Red Cross has authorized a new class of membership known as the Junior Red Cross. I desire to direct the attention of school officials and teachers to the purpose of this organization and to ask them to consider the opportunity which it presents to the schools. They will of course use their own discretion as to whether it is advisable for them to further this organization and engage in this work.

Amendments and Supplements to School law, Chapter 135.

c. Special Courses

Courses in community civics and American democracy.

1. In each high school of this state there shall be given a course of study in community civics and a course of study in problems in American democracy, which courses shall be prescribed by the commissioner of education, with the approval of the state board of education. The course in community civics shall be com-

pleted not later than by the end of the second year, and the course in problems in American democracy shall be begun not earlier than at the beginning of the third year. The time to be devoted to each of the aforesaid courses shall be at least sixty full hours in periods of at least forty minutes each. The foregoing courses shall be given in all approved and registered high schools and taken by all pupils enrolled in the years in which the subjects are required to be taught as aforesaid. Extent of courses

2. For the elementary grades, a course in the geography, history and civics of New Jersey shall be provided, which course shall be prescribed by the commissioner of education, with the approval of the state board of education; and the course thus prescribed shall be required in all public elementary schools and shall be taken by all pupils in the grade in which it is given. Courses in elementary grades.

3. The courses of study provided for in sections one and two of this act shall begin with the opening of the schools in the year nineteen hundred and twenty, and shall be given together with instruction as to the privileges and responsibilities of citizenship as they relate to community and national welfare with the object of producing the highest type of patriotic citizenship. When to begin. Joint instruction.

3. State Legislation — Flags

New Jersey School Laws, 1918. *Article XXVII.*

Every board of education shall procure a United States flag, flagstaff and the appliances therefor for each school in the district, and shall display said flag upon or near the public school building during school hours and at such other times as said board may deem proper.

New Jersey School Laws, 1918, Chapter on "County Superintendents." Section 10, *p.* 287.

Each county superintendent in his annual report to the Commissioner of Education shall specifically report as to whether the provisions of the School Law relating to the display of the United States flag during school hours, and whether the law relating to

Flag Day on the fourteenth of June, in each year, have been complied with in the various school districts therein, and shall annually, and at such other times as he may deem advisable, direct the attention of the boards of education therein to the necessity of complying with the provisions of said sections. He is also directed to recommend that in each school the daily excercise shall include a salute to the United States Flag, and shall include in his report a statement of the observance of this custom.

4. Need of Americanization in New Jersey (Annual Report, 1918)

Among the young men who came to Camp Dix as a result of the draft, in the first contingent approximately 21 per cent. were, by the standards there imposed, illiterate; in the second contingent approximately 25 per cent. were illiterate, and in the third contingent 33⅓ per cent.

Some of these men were from New Jersey.

In the census of 1910 more than 5,000,000 of persons in the United States above the age of ten were found to be illiterate. Of these, 113,502 were reported from New Jersey.

Quoting from the United States census of 1910, there are 113,502 illiterates in New Jersey, representing 5.6 per cent. of the total population ten years of age and over, as compared with 5.9 per cent. in 1900. The percentage of illiteracy is 14.7 among foreign-born whites, 9.9 among negroes, and .9 among native whites.

For all classes combined, the percentage of illiterates is 5.8 in urban communities and 5 in rural. For each class separately, however, the percentage of illiteracy in the rural population exceeds that in the urban.

For persons from ten to twenty years of age, inclusive, whose literacy depends largely upon present school facilities and attendance, the percentage of illiteracy is 2.4.

These are startling figures, and they are enough, unless measures are taken at once to correct this state of affairs by public education, to give any intelligent American a feeling of apprehension. The war has revealed the necessity of democracy as a form of government, but it must be an intelligent democracy. A democracy cannot be intelligent if so large a portion of its citizens are illiterate.

It is of the highest importance that in New Jersey, as well as in other states, measures should be adopted to give the rudiments of an English education to this large mass of illiterate citizens.

Moreover, such an education is necessary before we can give these persons a comprehension of the fundamental ideas of American life, citizenship and institutions, and of allegiance to the principles upon which the government of the United States is founded.

A law requiring education in the rudiments of English and Americanization of all illiterates between sixteen and twenty-one should be enacted.

5. Citizenship Training Through Public Schools

Amendments and Supplements to School Law, Chapter 152

4. In any county in which there has been appointed a board of education of the county vocational school in accordance with chapter 294, P. L. 1913, or in any county in which there shall hereafter be appointed a board of education of the county vocational school in accordance with said act, the board of education of any school district in which the municipality or municipalities constituting the school district have, according to the most recent census, either state or United States, a population of twenty-five thousand or less, may request the said board of education of the county vocational school to establish and maintain a continuation or continuation schools, and upon such request it shall be the duty of said board of education of the county vocational school to establish and maintain such continuation school or continuation schools in accordance with the terms of this act; *provided,* that no such continuation school having an enrollment of less than twenty (20) pupils shall be established in any county.

Request for continuation school.

School established.

Proviso.

5. In any county in which there has not been appointed a board of education of the county vocational school, as provided in chapter 294, P. L. 1913, a county board of education may be appointed under the provisions of this act, who shall have the power to establish and maintain continuation schools. Such

County board of education appointed.

Duties.

county board of education appointed to establish and maintain a continuation school shall be a body corporate, and shall be known as and called "The Board of Education of the County Vocational School in the county of ....." (here insert the name of the county in which such school shall be located).

Continuation school established by board of county vocational school.

6. In any county in which there shall hereafter be appointed a board of education of the county vocational school for the establishment and maintenance of a continuation school or continuation schools, as provided in this act the board of education of any school district in which the municipality or municipalities constituting the school district, have according to the most recent census, either state or United States, a population of twenty-five thousand or less, may request the said board of education of the county vocational school to establish and maintain a continuation school or continuation schools, and upon request it shall be the duty of said board of education of the county vocational school to establish and maintain such continuation school or continuation schools in accordance with the terms of this act; *provided*, that no such continuation school having an enrollment of less than twenty (20) pupils shall be established in any county.

Proviso.

New Jersey School Laws, 1918, *Article XIII.*

206. The board of education of any school district may establish and maintain a public evening school or evening schools for the instruction of foreign-born residents of said district, over fourteen years of age, in the English language and in the form of government and the laws of this state and of the United States. Every teacher employed in such a school shall hold a special teacher's certificate, valid as a license to teach in such schools. The State Board of Education shall prescribe rules for the proper control and management of such schools, for the inspection thereof, for the granting of certificates to teach therein, and for carrying into effect the purposes of this act. The course of study in each of such schools and any changes therein shall be submitted to and shall be approved by the State Board of Education.

6. Teacher Requirements

New Jersey School Laws, 1918. *General Regulations Relating to Certificates.* (*See pages* 266, 267.)

Evening school certificates.— The State Board of Examiners is authorized to grant a Limited Certificate, good for one year, to teach in evening schools, to a person who has completed a four-year high school course of study, or has an equivalent education, upon recommendation of the County or City Superintendent of schools of the district in which the applicant desires to teach; provided, that this rule shall not apply to applicants to teach classes in evening schools for foreign-born citizens.

For the Evening School for Foreign-Born Residents Certificate the applicant shall,

(a) Be of good moral character as shown by satisfactory testimonials,

(b) Be at least eighteen years of age,

(c) Hold either a State or City Teacher's Certificate, (or)

(d) Give satisfactory proof of having been an experienced, successful public school teacher, or,

(e) Give satisfactory proof of collegiate training in an institution of standing in this or a foreign country, together with a practical knowledge of the English subjects to be taught — English language (reading and writing), the forms of government and the simple laws and regulations concerning the rights and duties of a citizen.

Proofs of these qualifications and of fitness to teach in the Evening Schools for foreign-born residents shall be secured by the local Superintendent (or Supervisor) of Schools, and forwarded to the State Board of Examiners or to the City Board of Examiners if there be one, and when approved by them a Special Certificate will be issued, and in the School District in which the service is to be rendered.

This certificate may be renewed yearly on request of the Superintendent of Schools (or Supervisor).

7. Appropriation for Citizenship Training (Annual Report, 1918)

Grand total of expenditures during the year and balance on hand at close of year, $9,639.59. (See Table 3, page 215 of Report.)

8. Citizenship Training Through Industries

Letter from CHARLES T. ALLEN, *Employment Manager*, The Roessler & Hasslacher Chemical Company, Perth Amboy, New Jersey, January 22, 1920:

"We have approximately 550 foreign-born employees, made up as follows:

"Hungarians	245
"Austrians	35
"Russians	63
"Germans	59
"Greeks	3
"Italians	6
"English	12
"Canadians	5
"Scotch	6
"Irish	17
"Welsh	2
"Scandinavians	60
"Poles (Russian, Austrian, German)	37
"Total	550

"We conduct classes in English, as well as civics and current events; voluntary teachers from our office and managerial staff for the English classes, but supervised by the industrial secretary of the local Y. M. C. A. The classes in current events are led by the industrial secretary or his assistants. Dr. Peter Roberts' (Y. M. C. A.) System is used in English instruction. The men advance rapidly and seem to enjoy the work. There is no attempt to compel the men to attend any of the class work.

"Our classes in English are very small and our attendance by nationalities is about the same ratio as the number of employees. Shift work makes it rather difficult for us to develop the educational work, as the change of hours once every two weeks makes it impossible for one-third of the men to attend the instruction. Particularly for this reason we encourage the men to attend free English classes conducted at the Public Library and the Y. M. C. A., as well as the Americanization classes conducted at these places by the industrial secretary of the Y. M. C. A.

"If you would communicate with Mr. Frank W. Henson, industrial and Americanization secretary, local Y. M. C. A., I feel that he could give you some statistics and other information that would be of real value to you.

"The writer believes that the great number of foreign-speaking men would gladly embrace the opportunity to become better acquainted with English and gain a broader knowledge of American institutions and American ideas and ideals. I question the practicality of compulsory education for adult illiterate foreigners, and believe that the thing to do is to make it *easy* for them to secure such knowledge. Most of the suggested plans for educating the foreigners through public schools are at fault in that they consume too much of the individual's free time. Also, that the system generally used is not the best. The conversational method of instruction is by far the quickest and most interesting plan yet devised."

CHAPTER XXIX

New Mexico

JONATHAN H. WAGNER, *Superintendent, Department of Education,* Santa Fe. Letter, October 28, 1919. Bulletin, "Compilation of New Mexico School Laws," 1919.

1. State Legislation — Facilities for Minors and for Minors of Employment Age

New Mexico School Laws, 1919. *Chapter* 7. *Article* 2.

Section 1. Children between the ages of six and sixteen years of age shall attend public schools of the state for as many weeks as the public schools in the district in which such children reside shall be in session, except that children actually attending private or denominational schools maintaining courses of instruction approved by the State Board of Education, those physically or mentally unfit or incompetent and those residing more than three miles from public school houses and to whom no free public means of conveyance to and from school are furnished shall be exempt from the provisions of this act.

Section 2. Children subject to the provisions of this act, between the ages of fourteen and sixteen years, may be excused by issuance of certificate of employment, from full-time public school attendance, by the city or county school superintendents within whose jurisdiction such children reside or are employed, upon assurance that said children are then or in the immediate future shall be definitely employed in some gainful trade or occupation. The certificate of employment shall contain the name, age and residence of the child excused, by whom employed or to be employed, the last grade attended by the child and a recitation that the child is excused from full-time public school attendance until the certificate shall be revoked.

Section 3. Whenever in any school district there shall have been issued fifteen such employment certificates there shall be established a part-time school or class giving instruction for not less than 150 hours per year and for not less than five hours per week between the hours of 8 A. M. and 6 P. M.

Section 4. Whenever the number of hours for which a child over fourteen years and less than sixteen years of age may be employed shall be fixed by Federal or State law the hours of attend-

ance upon a part-time school or class shall be counted as a part of the number of hours so fixed by Federal or State laws, but nothing contained herein shall affect the right of the employer to reduce the compensation of the child.

Section 5. The State Board of Education shall adopt rules and regulations concerning the establishment of part-time schools and classes.

Section 6. Whenever any school district shall deem it inexpedient to establish part-time schools or classes it shall present to the State Superintendent of Public Instruction the reasons for such inexpediency, and the State Superintendent may excuse the district from the establishment of such part-time schools or classes if he deems such reasons sufficient.

Section 7. Parents, guardians and persons having control of children subject to provisions of this act are hereby made responsible for the public school attendance of such children and any parent, guardian or person aforesaid who shall violate any of the provisions of this act, after any school authority shall have given public notice of the substance of the provisions of this act, upon conviction, shall be fined not less than $5 nor more than $100 or imprisoned in the county jail for not less than five nor more than ninety days, and in addition to penalty aforesaid, any parent, guardian or person having control of children subject to the provisions of this act who shall violate the provisions hereof shall be subject to the writ of mandamus at the instance and in the name of county or municipal boards of education or county or city superintendents of schools without consent of the attorney-general.

Section 8. Any person, firm or corporation employing a child between the ages of fourteen and sixteen years of age shall permit the attendance of such child upon a part-time school or class whenever any such part-time school or class shall have been established in the district where the child resides or may be employed, and any employer, firm or corporation employing any child over fourteen and less than sixteen years of age contrary to the provisions of this act shall be subject to a fine of not less than $5 nor more than $50 for each separate offense.

Section 9. The school officials charged with the responsibility of enforcing the compulsory attendance laws of this state shall also be responsible for the enforcement of the attendance upon part-time schools and classes in accordance with the terms of this act.

2. State Legislation — Flags

New Mexico School Laws, 1919. *Chapter* 3. *Article* 1.

Section 19. That Section 4860, Code of 1915, be and it hereby is amended so as to read as follows: The respective county boards of education having jurisdiction of the various school districts shall procure at the expense of their respective districts, towns or cities, for every public school not provided therewith, a United States flag not less than five feet long, together with a flagstaff, and the necessary appliances therefor; and whenever the flag, flagstaff or the necessary appliances therefor of any such school shall from any cause become unsuitable for further use such boards of education shall in the same manner purchase others in place thereof.

3. State Legislation — English Language

New Mexico School Laws, 1919. *Chapter* 5, *Article* 4, *Miscellaneous Provision.*

Section 2. All branches of study in said schools shall be taught in the English language as in other public schools of the state; provided, however, that it is hereby made the duty of the teachers in said schools to teach, in addition to the required studies in the English language, Spanish reading to Spanish speaking pupils and to such English speaking pupils as may desire to learn Spanish reading. In addition thereto, the said teachers shall teach all Spanish speaking pupils to translate their English reading lessons into the Spanish language, to the end that such pupils may better understand that which they read in English. For the purpose of teaching Spanish reading, such Spanish text-books shall be used as are commonly used in Spanish schools.

4. Letter from Jonathan H. Wagner, Superintendent, Department of Education, Santa Fe, October 28, 1919:

"No direct Americanization legislation has taken place in this state, as up to the present time it has not been necessary. The people in New Mexico are very loyal to their state and nation."

5. Citizenship Training Through Public Schools

New Mexico School Laws, 1919. *Chapter* 8, *Article* 1.

Section 1. The school directors in every school district in the State of New Mexico, where there may be ten or more illiterates or semi-illiterate persons, may engage their respective teachers to hold nocturnal courses of instruction as are taught in the common

school branches of the public schools of the state of at least one hour each night.

Section 2. An allowance of five dollars ($5) per month for the first ten students and five dollars ($5) additional for any number over and above the regular salary in the same manner and form and from the same fund that the teachers' regular salaries are paid, to any school teacher who shall engage in the performance of the duties prescribed in section 1 of the act.

Following two sections repeal preceding two, effective after June 13, 1919.

Section 1. Whenever there are ten or more illiterate or semi-illiterate adult persons in any rural school district, any municipal school district of an incorporated village or town, or in a ward of any city, who wish to attend a night school, the respective county or municipal board of education may engage a competent instructor to teach such persons at the schoolhouse of such district or ward in sessions of two hours each three times per week during the school term thereof.

Section 2. Such instructor shall receive per month not to exceed $15 for ten to fifteen, $20 for fifteen to twenty, and $25 for twenty or more students regularly attending such night school, to be paid out of the funds of the district in which said school is held.

6. Bulletin of the State Board of Education of New Mexico, "Americanization Day"

Bulletin
State Board of Education of New Mexico

Vol. V September, 1919 No. III

Entered as second class matter at the Post office at Santa Fe, New Mexico, under Act of Congress of August 24, 1912.

AMERICANIZATION DAY

In the Schools of New Mexico

IN MEMORY OF

THEODORE ROOSEVELT

Friday, October 24, 1919

SUGGESTIVE PROGRAMS AND QUOTATIONS

State Department of Education
Santa Fe, New Mexico
Jonathan H. Wagner, *Superintendent of Public Instruction*

GOVERNOR PROCLAIMS AMERICANIZATION DAY

A PROCLAMATION BY THE GOVERNOR

Whereas, In these days of reconstruction and readjustment of the internal affairs of the state and nation, a constant reminder of the necessity of adherence to the principles of true Americanism is an essential factor in the education of the youth of our land; and

Whereas, The purposes and objects of the Roosevelt Memorial Association are the preservation for all the people of our country of that inspiration of true Americanism which burned in the heart of Theodore Roosevelt, whereby was kindled in the souls of all true Americans a greater devotion, more loyalty, and a deeper faith;

Now, therefore, in commemoration of the ideals of duty, loyalty and devotion to our country which were voiced by this great American, Friday, October 24, 1919, is hereby proclaimed to be AMERICANIZATION DAY in the public schools of the State of New Mexico, on the afternoon or evening of which day patriotic programs and exercises should be rendered and held by the student body and under the supervision of the teachers in the public schools and governing bodies of all state institutions of higher learning in New Mexico.

Done at Santa Fé this 24th day of September, 1919.

OCTAVIANO A. LARRAZOLO,
Governor of New Mexico.

"*To Presidents of State Educational Institutions, Superintendents, Principals and Teachers:*

"Honorable O. A. Larrazolo, Governor of the State of New Mexico and ex-officio president of the State Board of Education, has proclaimed Friday, October twenty-fourth, nineteen hundred nineteen, to be AMERICANIZATION DAY and has requested that on the afternoon or evening of this day patriotic programs and exercises shall be rendered in all the schools of the state in commemoration of the high ideals of duty, loyalty, and devotion to our country which were held by Theodore Roosevelt, the greatest American of our time.

"The most wonderful thing that ever happened in times of peace to the ideas and the ideals of this United States was Theodore Roosevelt. He was a shock, then a wonder,

then a hope, and then a leader, and finally an inspiration. He first spoke to a city and then to a state and then to a nation, all deaf with the din of material success and numb to the corrupt practices of politics. He spoke past them to a patriotism daunted and cowed by the hopelessness of a situation that had long been endured. It was not his purpose to reform the world single-handed nor to reform it at all, but by the time he had served as Police Commissioner of the City of New York and brooked no interference in its administration and had taught New York State how a real governor should act and had gone to the White House with the largest majority a president has ever had, then in every city and village of our country the people took hope and the Americanization of our politics began. Of him it may be truly said 'that he was fit and ready for all spots and crises, prompt and busy in affairs, gentle among little children, self reliant in danger, genial in company, sharp in the jury box, tenacious and ready to speak out in a town meeting, unseducible in a crowd, tender at a sick bed, not likely to jump into the first boat in a shipwreck, affectionate and respectful at home, obliging in a traveling party, reverent and punctual at the church, brave in action, patient in suffering, believing and cheerful everywhere, fervent in spirit.'

"It will be a long time before the echoes die of the world's tribute to this world character, but it is fitting that we celebrate with appropriate exercises the life of this American. It will furnish an opportunity for community exercises that will teach the highest patriotism and inspire the loftiest ideals in the breast of every American boy or girl. I earnestly urge that the teachers begin at once to prepare a program for the occasion that will be well worth while. Opportunity should be afforded to explain at this community gathering the purpose of the Roosevelt Memorial Association and voluntary silver offerings should be received and forwarded to the State Treasurer of this Association, Mr. Levi A. Hughes, president of the First National Bank, Santa Fé, New Mexico. The names and addresses of all contributors should be sent with each remittance. These names are to be printed and bound in a volume and will

find repository in the great Memorial. Each school contributing to this fund for the purpose of erecting a National Memorial to the memory of Theodore Roosevelt will receive an engrossed certificate suitable for framing through our state chairman, Colonel R. E. Twitchell, Santa Fé, New Mexico.

"Very sincerely yours,

"JONATHAN H. WAGNER,
"*State Superintendent Public Instruction.*

"Santa Fé, New Mexico, September 24, 1919."

SUGGESTIVE PROGRAM

1. Song — "America" — Flag Salute.
2. Reading Governor's Proclamation.
3. Theodore Roosevelt — The American.
4. Theodore Roosevelt — The Statesman.
5. Theodore Roosevelt — The Politician.
6. Theodore Roosevelt — The Westerner.
7. Song —
8. Recitation — Carnegie Hall Speech.
9. Recitation — "He is not Dead."
10. Short Address — The Roosevelt Memorial Association.
11. Silver Offering.
12. Song — "Star Spangled Banner."

NOTE.— The addresses indicated above should be short, some of them perhaps may well be assigned to citizens of the community, but most of the program should be furnished by the school. On the following pages will be found material to aid in building the program.

AMERICANISM OF THEODORE ROOSEVELT

By WILLIAM BOYCE THOMPSON

On the summit of a peak in the Black Hills of South Dakota stands a tower bearing the simple inscription, "To Theodore Roosevelt — the American." No further designation is, indeed, necessary. Theodore Roosevelt was a statesman, a historian, a journalist, a big game hunter, a naturalist, an explorer, but in and above all he was an American, whose ruling passion was his

country. He served his country with every side of his versatile being. He rescued from oblivion a romantic era of her history; he studied her wild animals and birds and gave them sanctuaries; he redeemed her deserts; he struggled for law and order on her frontier, and for humanity in her slums; he fought for the honor of her flag, in war and peace, abroad and at home, with pen and sword and the organized power of high position. He loved America, and with every breath he drew he served her.

Roosevelt the American! The path of the traitor, the demagogue, the spoilsman, the profiteer, the revolutionist, the fifty-fifty citizen, is rough and difficult in America today largely because of the words and deeds of Theodore Roosevelt during the last quarter-century. Like a splendid torch his Americanism is to be true to the best she knows, must continue to blaze through the centuries to come.

"We run with the torches until we fall," said Theodore Roosevelt, "content if we can then pass them on to the hands of other runners."

Theodore Roosevelt has fallen. Other runners must carry his torch. Men and women, working in every state of the Union for a national memorial to Theodore Roosevelt, were the natural torch-bearers. Only such should be chosen as are themselves altogether American at heart, scorning the thought of divided allegiance; and those chosen should conceive their task as a matter not merely of collecting dollars for a monument, but of preaching Americanism for the greater good of their fellow men.

ROOSEVELT — THE WESTERNER

By Charles F. Lummis

But where is the West? There is no geography about it. Anywhere is West if it is far enough from the East to be *out from under*. A definition which Theodore Roosevelt greatly enjoyed. His two ranches on the Little Missouri in the Bad Lands of the North Dakota were the very last thing you would take for a Little Red School House, but the most important post-graduate course an American statesman ever took. "The West owes a lot to you. You have helped to translate it to the tenderfoot," said a friend.

"What? Why, I owe everything to the West! It made me! I found myself there!" said Mr. Roosevelt.

That is no exaggeration. Roosevelt was the only President that ever knew the West, understood the West, or could do it justice, not only as itself, but as an essential factor in national development. The nearest to this recognition was away back to Jefferson, who sent Lewis and Clark to find out in 1804; and Senator Benton managed to send Fremont to annex California.

The West gave Roosevelt as his fiercest tug and insistence the tremendous health which carried him through the last twenty years of life so strenuous as no other American public man ever negotiated, a health so rambunctious that it was the bane of thousands who started life far better equipped in physique.

ROOSEVELT — THE STATESMAN

By REVEREND WALTER STEPHENS TROWBRIDGE

Spanish atrocities stopped, and Cuban freedom won, our hero returned to the United States and was elected governor of New York. As such he made Senator Platt, Republican "boss," capitulate, himself insisting on being governor. He forced Croker's retirement, brought the life insurance companies to time, and against the protest of his partisans relentlessly prosecuted his investigation of the New York canal scandal. He secured limited hours of labor for minors and women. And as showing how the dollar sign might be made an ideal he added to the taxable property of the state franchises which totalled $200,000,000. He was always opposed to slackers. Some think Platt made Roosevelt vice-president. I challenge, with a statement hard to confute: Not Platt, the boss, but the people, whom he had helped to make the bosses, made Theodore Roosevelt vice-president. No doubt Platt thought he was kicking Roosevelt down, but he could not have flown very low to light so high. As vice-president he looked, listened, learned and was ready to wear it when McKinley's mantle fell upon his own shoulders.

Look first at his remarkable breadth of statesmanship as president in his unpartisan appointments. When competent southern Republicans could not be found he did not hesitate to appoint Democrats to office. And who has forgotten the roar from southern throats when Dr. Crum, the colored collector for the Charleston port, was appointed. It was not at all social equality which brought him, a guest, to dinner in the White House, just political fairness. Charges of fraud being brought to him by

officers in the postal department, though it were his own party at fault, he unhesitatingly exacted proof and meted the punishment deserved.

Mr. Roosevelt was a great arbitrator, both at home and abroad. He settled the anthracite coal strike. The miners trusted him, if the operators did not. He adjudicated the Russian-Japanese war. In the Venezuelan matter, with the Monroe Doctrine involved, he backed the kaiser off the western hemisphere, and is the only man who ever forced Wilhelm, the Gorgon, before the Hague Tribunal. Roosevelt stopped the Santo Domingo revolution of his day. He pacified San Francisco and the Japs, the latter preventing further emigration of cheap labor to this country and the former readmitting Japanese children to the public schools, at his instance.

ROOSEVELT — THE POLITICIAN

By Brander Matthews

He had confidence in the people, in the average American citizen, in the ordinary voter. He felt assured that the main body of our population was to be trusted and that it was itself ready to trust a leader who had proved his honesty. He accepted as axiomatic Lincoln's assertion that "you can fool part of the people all of the time and all of the people part of the time, but you cannot fool all the people all the time." He did not doubt the ultimate wisdom of the people, its shrewdness, its insight, and its ability to size up those who appealed to it for support. He appreciated the fact that the people may blunder and flounder and make many mistakes of judgment, but he recognized also that in the long run they were pretty certain to arrive at a wise decision. And he knew that the American people had imagination and that they were at heart idealists, however sordid some of their practices might seem to be.

It was to this imagination, this idealism, this underlying morality, that Roosevelt was forever addressing himself, and in so doing he did not shrink from the spectacular. The raising of the Rough Riders, the building of the Panama Canal, the sending of the battleship fleet around the world, "ready for a frolic or a fight," these were all spectacular, each in its own way. But no one of them was spectacular for its own sake; all of them

had an immediate practical value, obvious to all men. Whenever Roosevelt hitched his wagon to a star, he made sure that the harness would hold and that the wheels would not catch fire.

He credited the average man with the keen moral sense and the high moral fervor that he himself possessed. He knew that to scoff at political morality and to call the Golden Rule an iridescent dream is bad politics, even if it is not worse; and that way madness lies in disgraceful defeat. Merely as policy, it was better for him to advocate the Square Deal, especially when he believed in it with the enthusiastic faith of a moral crusader. One of his opponents thought to pour contempt on him by the sneer that Roosevelt was forever talking about the Ten Commandments "as if he had written them himself." Well, he had written them in his own heart, which is more effective than merely reading them on a table of stone. He had not only written them, but he believed in them and accepted their obligations; and he was earnest in the effort to make others obey this code, even if they did not believe in it.

His hold upon the American people was due largely to his active imagination, his practical idealism, and his insistent moral energy, which awakened, aroused, and stimulated the imagination, the idealism, and the morality that he knew to be latent and only a little below the surface. He got the best out of the people because he asked for the best and because they could not help seeing that he himself practiced what he preached to others. So it was the people had faith in him and came to believe that he would keep faith with them. The young men more especially rallied around him and were ready to follow his flag into the fight, feeling sure that he would be in the thick of it. The young are always more likely to respond to an appeal to their imagination than their more disenchanted elders, and they are more willing to run risks for the sake of their ideals.

No one of our political leaders in the hundred and thirty years of our history as a nation has ever been able to enlist an army of adherents as large as Roosevelt's, as enthusiastic, as personally devoted, and as eager to be led into the fray. He might make mistakes and his followers might not always be willing to go as far or as fast as he desired, but they did not think any the less of him. He might arouse bitter and vindictive opposition but

they loved him all the more for the enemies he had made. He might not always be as clear and exact in his use of words as he generally was; most of his battle cries needed no apology and no explanation. They affixed themselves to the memory from the moment he uttered them.

ROOSEVELT MEMORIAL ASSOCIATION

The Roosevelt Memorial Association has been organized for the following purposes: to provide memorials in accordance with the plans of the National Committee which will include the erection of a suitable and adequate monumental memorial in Washington; acquiring, development and maintenance of a park in the town of Oyster Bay which may ultimately, perhaps, include Sagamore Hill, to be preserved like Mount Vernon and Mr. Lincoln's home at Springfield.

A campaign to raise a minimum of $10,000,000 from millions of subscribers will be conducted during the week of October 20th to 27th. It is desired to make this a distinctly popular movement. A non-partisan committee of Colonel Theodore Roosevelt's friends met in New York City on March 24, 1919, and organized the Roosevelt Memorial Association.

It is hoped that every friend and admirer and every American who desires to help make the United States a better place for people to live in will enlist in this non-partisan movement. A memorial to Theodore Roosevelt it is felt will be an inspiration to future generations of Americans by reason of the high ideals of citizenship it will perpetuate.

The great bulk of the money it is expected will be in small contributions for already thousands of citizens have expressed a desire to contribute to a National Memorial to the soldier-statesman.

Theodore Roosevelt was the hero of millions of American boys and girls and will always be enshrined in the hearts of American youth. They will be found eager to do their full share in erecting a memorial to him if the purposes of the Roosevelt Memorial Association are presented to them fully.

HE IS NOT DEAD

You say that Roosevelt is no more?
His work complete, his battle o'er?
Believe it if you will,
I say he's living still.
There's no man here to take his place;
There ne'er was one could go his pace.

Kind fate decreed that he should cease
From strenuous toil and rest in peace
A little while at least,
But he is not deceased.
He sleeps with others of his kind,
A dauntless spirit, master mind.

Can great men die, and cease to be?
Nay, nay, not such a one as he.
His work has just begun;
It never will be done.
And while the body of our friend
In silence sleeps, 'tis not the end.

His glory life-work, nobly planned,
His manly precepts, great and grand
Will true men's hearts inspire
And lead them on and higher,
Until they shall attain a height
Where all is Truth and all is Light.

His sacrifice at Freedom's call
Was prompted by his love for ALL,
He gave it with a will,
And bade his heart be still,
But, oh, the anguish! who can know
Save parent-hearts who see them go?

Great one, our love is still your own,
The claim of Death we yet disown;
Your life's a living fact
Illumined by each act
Of noble service, freely done;
Your course has, truly, just begun.

—JACOB H. TUCKER.

"Sagamore Hill, *November* 12, 1911.

"My dear Col. Twitchill:— Half the officers and men of my regiment came from New Mexico; and no colonel ever commanded a finer fighting regiment. Moreover they were just as good on the march and in camp as in battle, these men of the plains and mountains, bold riders and skilled riflemen, who faced danger unflinchingly and endured hardship uncomplainingly. I regard the fact that I was one of them as well nigh the most precious heritage I can leave my children.

"Sincerely yours,

"Theodore Roosevelt,

"*One-time Colonel 1st U. S. V. Cavalry.*"

Col. Ralph E. Twitchill, to whom this letter was written in 1911, is state chairman of the Roosevelt Memorial Association for New Mexico.

"Friends:— Our task as Americans is to strive for social and industrial justice, achieved through the genuine rule of the people. . . . In our hearts we must have this lofty purpose, and we must strive for it in all earnestness and sincerity, or our work will come to nothing. In order to succeed we need leaders of inspired idealism, leaders to make their dreams come true; who can kindle the people with the fire from their own burning souls. The leader for the time being is but an instrument — in the long fight for righteousness the watchword for all of us is 'spend and be spent.' It is of little matter whether any one man fails or succeeds, but the cause shall not fail, for it is the cause of mankind. We, here in America, hold in our hands the hope of the world, the fate of the coming years; and shame and disgrace will be ours if in our eyes the light of high resolve is dimmed, if we trail in the dust the golden hopes of men.

"Theodore Roosevelt."

CHAPTER XXX

North Carolina

W. H. Pittman, *Chief Clerk, Office of the State Superintendent of Public Instruction.* Letter October 25, 1919. Bulletin, "The Public School Law of North Carolina," 1917. Also, "New School Legislation enacted by the General Assembly of 1919."

1. State Legislation — Facilities for Minors

The Public School Law of North Carolina, 1917. *Article X, Section* 4148.

There shall also be reported, by race and sex, the number and names of all persons between the ages of twelve and twenty-one who cannot read and write and the number and names, by race and sex, of all persons over twenty-one years of age who cannot read and write, and the number of deaf and dumb and blind between the ages of six and twenty-one years, designating the race and sex and the address of the parents or guardian of such children.

2. State Legislation — Facilities for Minors and Minors of Employment Age

"New School Legislation." Pages 13–15.

AN ACT to Provide for the Compulsory Attendance Upon the Public Schools of Children between Certain Ages and to Regulate and Restrict the Employment of Children and to Provide for the Enforcement of the Provisions of This Act and of Chapter 83, Public Laws of 1913, and Chapter 857, Public Laws of 1909.

The General Assembly of North Carolina do enact:

Section 1. Every parent, guardian or other person in the State of North Carolina having charge or control of a child between the ages of eight and fourteen years shall cause such child to attend school continuously for a period equal to the time which the public school in the district in which the child resides shall be in session. The principal, superintendent, or teacher who is in charge of such school shall have the right to excuse the child from temporary attendance on account of sickness or distance of residence from the school, or other unavoidable cause which

does not constitute truancy as defined by the State Board of Education.

§ 2. Any parent, guardian, or other person referred to in section 1 of this act, violating the provisions of the aforesaid section, shall be guilty of a misdemeanor, and upon conviction shall be liable to a fine of not less than five dollars ($5) nor more than twenty-five dollars ($25) and upon failure or refusal to pay such fine the said parent, guardian, or other person shall be imprisoned not exceeding thirty days in the county jail.

§ 2a. It shall be the duty of the State Board of Education to formulate such rules and regulations as may be necessary for the proper enforcement of the provisions of this act. Said board shall prescribe what shall constitute truancy, what causes may constitute legitimate excuses for temporary non-attendance due to physical or mental inability to attend and under what circumstances teachers, principals, or superintendents may excuse pupils for non-attendance due to immediate demands of the farm or the home in certain seasons of the year in the several sections of the state. It shall be the duty of all school officials to carry out such instructions from the State Board of Education, and any school official failing to carry out such instructions shall be guilty of a misdemeanor: *Provided,* that section 1 of this act shall not be in force in any city or county that has a higher compulsory attendance law now in force than that provided herein; but in any such case it shall be the duty of the State Board of Education to investigate the same and decide that any such law now in force has a higher compulsory attendance feature than that provided by the act: *Provided,* that wherever any district is without adequate building or buildings, for the proper enforcement of this act the county boards of education may be allowed not more than two years from July 1, 1919, to make full and ample provisions in every district.

§ 3. The county superintendent of public welfare or chief school attendance officer or truant officer provided for by law shall investigate and prosecute all violations of the provisions of section 1 of this act.

§ 4. The State Superintendent of Public Instruction shall prepare such rules of procedure and furnish such blanks for teachers and other school officials as may be necessary for reporting each case of truancy or lack of attendance to the chief attendance officer referred to in section 3 hereof. Such rules shall

provide, among other things, for a notification in writing to the person responsible for the non-attendance of any child, that the case is to be reported to the chief attendance officer of the county unless the law is immediately complied with. County boards of education and governing bodies of city schools shall have the right to appoint town or district attendance officers when deemed by them necessary, to assist in carrying out the provisions of sections 1, 2, 3, and 4 of this act, and the rules and instructions which may be promulgated by the State Superintendent of Public Instruction. But in every case in which it becomes necessary to prosecute for non-attendance the case shall be referred to the chief attendance officer of the county for further action: *Provided,* that in towns or cities having special attendance officers paid out of town or city funds said officers shall have full authority to prosecute for violations of this act.

§ 5. No child under the age of fourteen years shall be employed, or permitted to work, in or about or in connection with any mill, factory, cannery, workshop, manufacturing establishment, laundry, bakery, mercantile establishment, office, hotel, restaurant, barber shop, bootblack stand, public stable, garage, place of amusement, brick yard, lumber yard, or any messenger or delivery service, except in cases and under regulations prescribed by the commission hereinafter created: *Provided,* the employment in this section enumerated shall not be construed to include *bona fide* boys' and girls' canning clubs recognized by the Agricultural Department of this state; and such canning clubs are hereby expressly exempted from the provisions of this act.

§ 5a. It shall be the duty of the county boards of education of each county in the State of North Carolina to cause this act to be published in full in some newspaper published in the county, if there be one, and if there be none, then in circular form and distributed over the county at least four weeks prior to the opening of the schools after the 1st day of July, 1919.

§ 6. No person under sixteen years of age shall be employed, or permitted to work at night in any of the places or occupations referred to in section 5 of this act, between the hours of 9 P. M. and 6 A. M., and no person under sixteen years of age shall be employed or permitted to work in or about or in connection with any quarry or mine.

§ 7. That the State Superintendent of Public Instruction, the Secretary of the State Board of Health, and the Commissioner of Public Welfare of the State of North Carolina are

hereby constituted the State Child Welfare Commission, and they shall serve without additional compensation. It shall be the duty of this commission to make and formulate such rules and regulations for enforcing and carrying out the provisions of this act, and of chapter 83 of the Public Laws of 1913, and chapter 857 of the Public Laws of 1909, as in its judgment it shall deem necessary.

§ 8. That for the purpose of securing the proper enforcement of the provisions of sections 5, 6, and 7 of this act, and of chapter 83 of the Public Laws of 1913, chapter 857 of the Public Laws of 1909, the said commission, or its duly authorized agents, shall have authority to enter and inspect, at any time, mines, quarries, mills, factories, canneries, workshops, manufacturing establishments, laundries, bakeries, mercantile establishments, offices, hotels, restaurants, barber shops, bootblack stands, public stables, garages, places of amusement, brick yards, lumber yards, and other places of employment, and it shall be unlawful for any person, firm, or corporation to refuse permission to enter, obstruct, or prevent any duly authorized agent of said commission in his effort to make the inspection herein provided for.

§ 9. The said commission shall have authority to appoint and employ such agents for the purpose of enforcing the provisions of sections 5, 6, 7 and 8 of this act as may be found to be necessary, and they may use the county superintendent of public welfare or chief school attendance officer or truant officer of the several counties for the purpose of carrying out the provisions of sections 5, 6, 7 and 8 of this act, and they may use the agents specially designated for carrying out the provisions of sections 5, 6, 7, and 8 of this act to aid in carrying out the provisions of sections 1, 2, 3, and 4 of this act in regard to school attendance.

§ 10. That if the employer of any person under sixteen years of age shall, at the time of such employment, in good faith procure, rely upon, and keep on file a certificate issued in such form and under such conditions and by such persons as the said commission herein provided for shall prescribe, showing that the person is of legal age for such employment, such certificate shall be *prima facie* evidence of the age of the person and the good faith of the employer. No person shall knowingly make a false statement or present false evidence in or in relation to any such certificate or application therefor, or cause any false statement to be made which may result in the issuance of an improper certificate of employment.

3. State Legislation — Facilities for Adults

The Public School Laws of North Carolina, 1917. *Page* 19.

AN ACT for the Reduction and Elimination of Illiteracy in North Carolina

(*Chapter* 224, *Public Laws* 1917.)

The General Assembly of North Carolina do enact:

Section 1. That the state board of education is authorized and directed to appropriate annually for two years the sum of twenty-five thousand dollars for conducting schools to teach adult illiterates, the said appropriation to be made out of funds delivered to said state board of education under the terms of an act of the general assembly entitled "An act to issue bonds of the state of North Carolina for the permanent enlargement and improvement of the state's educational and charitable institutions."

§ 2. That the state board of education shall duplicate out of said appropriation the sum of money raised and provided by any county, any school district, or community for the conduct of any school in said county, school district, or community for teaching illiterates over fourteen years of age for a term of not less than one month with an enrollment of not less than ten.

§ 3. That the state board of education is authorized to use annually not to exceed five thousand dollars of said appropriation for the organization and direction of said work of teaching illiterates under the direction of the state superintendent of public instruction. All printing necessary for carrying out the purposes of this act shall be done by the state printer as public printing to an amount not to exceed five hundred dollars annually.

§ 4. This act shall be in force from and after its ratification.

Ratified this 6th day of March, A. D. 1917.

New School Legislation. Page 28

AN ACT to Make all Schools Organized to Teach Adult Illiterates a Part of the State Public School System.

The General Assembly of North Carolina do enact:

Section 1. The State Board of Education is authorized to provide rules and regulations for conducting schools to teach adult illiterates and said schools when provided for shall become a part of the public school system of the State and shall be supported as other schools of the State are supported as provided in "An Act to

provide a six months school term in every public school district of the State in compliance with section 3 of article 9 of the Constitution of North Carolina."

Section 2. The County Board of Education shall upon direction from the State Superintendent of Public Instruction provide annually in the county school budget, unless otherwise provided, a sum necessary to teach the adult illiterates in accordance with said rules and regulations, and a like sum shall be appropriated from the "State Public School Fund."

Section 3. That the State Board of Education is authorized to use annually a sum not to exceed $5,000 of the "State Public School Fund" for the organization and direction of said work of teaching illiterates under the direction of the State Superintendent of Public Instruction.

Section 4. That all other laws and clauses of law in conflict with this act are hereby repealed.

Section 5. That this act shall be in full force and effect from and after its ratification.

Ratified this the 7th day of March, A.D. 1919.

GENERAL RULES OF THE STATE BOARD OF EDUCATION RELATIVE TO EXPENDITURE OF MONEY APPROPRIATED BY THE GENERAL ASSEMBLY OF NORTH CAROLINA, 1917, FOR ESTABLISHING SCHOOLS FOR ADULT ILLITERATES

I. An adult illiterate is one who is more than fourteen (14) years old who cannot read or write. (The compulsory law requires attendance of all under fourteen (14) years upon the regular public school.)

II. Schools with enrollments of ten or more illiterates.

(a) A maximum of $20 may be appropriated from state funds for this purpose for teaching ten (10) illiterates for a period of twelve (12) sessions. Each session shall devote at least one and one-half hours to actual work of teaching illiterates.

(b) If monthly report at the close of twelve (12) sessions shows an average attendance of more than ten (10) who were enrolled as illiterate, $4 additional for each additional pupil in average attendance not exceeding twenty (20) may be appropriated.

III. Schools with enrollment of less than ten illiterates.

(a) If any school does not make an enrollment of ten (10) illiterates, the teacher may teach the required twelve (12) sessions and report to the county superintendent of schools, who may combine this short enrollment with another or others from his county, thus making the required ten (10).

(b) A maximum of $20 may be appropriated from state funds for this purpose for teaching this combined enrollment of ten (10) illiterates, each teacher receiving a pro rata part based upon reported enrollments. No bonus may be appropriated for average attendance of more than ten (10) illiterates in a report made up of combined enrollments.

(c) Individual illiterates may be given twelve (12) lessons in their homes, and reports may be made by the teacher and payment made to the teacher in the same way as provided for combined enrollments.

IV. Two copies each of all reports relative to schools for illiterates shall be made by teacher of school. On copy of each shall be filed in the office of the county superintendent and one copy of each in the office of Miss Kelly, in the State Department of Public Instruction, Raleigh, N. C.

V. No voucher to pay any teacher may be issued from this fund until teacher's monthly reports of school for illiterates, together with summary of each pupil's work for month, are made out on blanks furnished for this purpose and approved by the county superintendent of schools and filed, one copy of each, in the office of the county superintendent and one copy of each in the office of Miss Kelly, in the State Department of Public Instruction, Raleigh, N. C.

VI. The county superintendent shall fill out certificate blanks furnished him stating length of school term, number of illiterates enrolled, and source of money duplicating amount of money asked for from the state fund for teaching illiterates. He shall mail these certificates, together with the reports, as required by the State Board of Education in Rule IV, to Miss Kelly's office, in the State Department of Public Instruction, Raleigh, N. C. Upon receipt of these reports and certificates vouchers will be made out and mailed to the superintendent for distribution to the teacher.

VII. These schools for adults need not be in session on consecutive days or nights. The sum of twelve (12) days or nights constitutes one month, and under the law no apportionment of

funds can be made for a school maintained less than one month. A teacher may continue the school after the first twelve (12) sessions and may receive the same pay upon the same conditions for each succeeding twelve (12) sessions as for the first twelve (12) sessions.

VIII. The amount of money appropriated from the state fund for teaching illiterates must, under the law, in each instance be duplicated by county, local, or individual funds.

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4. How to Organize and Conduct Community Schools for Adults

By Elizabeth Kelly, *Director of Community Schools for Adults*

The plan of community schools for adults as outlined by Miss Elizabeth Kelly, State Director of Community Schools for Adults, is so reasonable and at the same time far-reaching in its effects, if carried out, that it should command the sympathetic co-operation of all good people in the state. There is so much to be done along this line that it is absolutely necessary to have the co-operation of every patriotic citizen of the state, and I sincerely hope that all classes of citizens will lend their assistance in order that we may as soon as possible eliminate illiteracy entirely and provide for a more intelligent citizenship.

E. C. Brooks,
State Superintendent of Public Schools.

HOW TO ORGANIZE AND CONDUCT COMMUNITY SCHOOLS FOR ADULTS

I. Purposes of the Community School

(a) To provide primary instruction for those more than fourteen years old in the community who, for various reasons, have never learned to read intelligently or to write a readable letter or to use figures in solving simple, every-day problems.

(This class according to our definition is "illiterate," and state funds for teaching adult illiterates may be used for teaching these according to prescribed rules.)

(b) To provide further instruction to any others more than fourteen years old in the community who for various reasons have

not completed subjects usually taught in primary and intermediate grades.

(This class is not considered "illiterate," and state funds for teaching adult illiterates may not be used for these, but it is considered well worth while to reach them both from the standpoint of helping them and because illiterates may be reached more easily by a school that provides for other adults in the community.)

(c) To provide programs by means of which may be taught needful community subjects, such as community civics, health, thrift, homemaking, gardening, etc.

II. PLANT FOR COUNTY AND COMMUNITY WORKERS

(a) To employ a whole-time worker for the county. This worker to be paid one-half by the state and one-half by the county. The business of this worker would be to organize and direct community schools for adults in co-operation with the county department of education. This worker would do actual teaching in as many centers as possible and in addition would supervise the work in other community schools.

(b) To secure the services of a few wideawake teachers in each county who are teaching in regular day schools. These teachers may organize community schools for adults and conduct them in connection with their day schools, giving two nights each week to the community school. The teacher will be paid liberally for this work according to enrollment and average attendance.

(c) To co-operate with welfare workers and other employees in mill villages in the promotion of community schools and other organizations in which primary and intermediate grade work may be taught to adults, and also other subjects peculiar to the needs of the particular community.

III. WAYS OF ORGANIZING THE COMMUNITY SCHOOL

(a) Make a survey of the community with reference to the following:

1. Number of families and members over fourteen years in each family and in about which grade in the regular school each member would be classed.
2. Living conditions.
3. Industrial conditions.
4. Likes, dislikes, and wants of the people.

(b) Plan two nights each week for regular class work, and one night each week or each two weeks for a program that will entertain and at the same time stress some community need, such as "health," "thrift," etc.

(This special program would be for all people of the community and should be continued throughout the whole year. With proper leadership, this meeting would be used as a clearing-house for live subjects that need to be studied in each community. This will also tend to develop much needed community leadership and offers means of putting community thought and sentiment upon a sane basis, rather than of distorted hearsay methods which often obtain among the uninformed.)

(c) In connection with community schools, or where there are no community schools, scattered adult illiterates may be taught in their homes or other convenient places. This takes care of the ones who cannot or will not attend school. Two dollars from the state and two dollars from county or local funds will be paid to the teacher for each adult illiterate who is given as much as one month's work.

IV. Reports, Texts, Vouchers, Etc.

(a) All necessary report blanks are furnished free of charge by the State Department of Education and may be secured at the county superintendent's office, or by making direct application to the State Department of Education.

(b) The work of teaching adult illiterates is a part of the public school system of North Carolina, and all requisitions for aid from the state fund for teaching illiterates must be approved and signed by the county superintendent of schools. Upon the receipt of satisfactory reports of at least one month's work, together with requisition for aid from the county superintendent, a warrant for the state's part of the teacher's salary will be made and mailed to the teacher through the county superintendent's office.

(c) Free pamphlets for beginners in reading, writing and arithmetic will be furnished by the State Department of Education upon application of any teacher stating the probable number needed. Other suggested texts for teaching reading are: "A Country Life Reader," readers used as texts in day schools, newspapers, Bible stories, fables and any other interesting reading matter. Arithmetic taught should be a working knowledge of numbers as applied to simple everyday problems. Other subjects taught and text used should be selected according to needs of pupils.

V. Why a Community School

Our main purpose in the work of reducing illiteracy in North Carolina is to help illiterates realize their worth as citizens, each in his own community, state and nation, and as such to provide means by which they may attain to the best possible citizenship. Illiteracy does not mean ignorance in North Carolina. The fact that probably one-third of our adult white population in North Carolina might be termed illiterate means that this one-third as a whole did not have a chance to be other than illiterate. These illiterates are not a class set apart, as seems to be the prevailing idea, but they are a great part of the warp and woof of our industrial and social life. For these citizens of North Carolina let us in some measure provide opportunities which have been denied them and by which they may come into their own as intelligent members of a responsible citizenship.

5. Letter from W. H. Pittman, Chief Clerk, Office of the State Superintendent of Public Instruction, October 25, 1919:

"These adult schools are established primarily for adult illiterates. They are open, however, to foreigners, but since we have comparatively negligible foreign population in North Carolina, we have a very small Americanization problem, and very few foreigners are enrolled in our schools for adult illiterates."

6. Citizenship Training Through Women's Clubs

Letter from Nellie Roberson, *Secretary, University of North Carolina*, Chapel Hill, March 22, 1920:

"We have received your letter of March 18th requesting a copy of our program on Americanization which was prepared by the Bureau of Extension for Women's Clubs. We have fifty clubs in North Carolina studying this course and as many more in other states. The foreign population in this state is very small and the question has not touched us very much, but we tried to do our part toward educating on this subject and the program I am sending you is the result of this effort.

". . . Our work is confined entirely to women's clubs, but much interest has been taken in the subject."

AMERICANIZATION

Studies of the Peoples and the Movements that are Building Up the American Nation

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PART I

WHAT IS AMERICANIZATION?

Hon. Franklin K. Lane, Secretary of the Interior, says: "Americanization is the interpretation of the attitude, ideals, standards and life of the American people to those who came here from abroad, it is also a movement for the fuller realization for all the opportunities of one who lives in America."

Professor Charles Zueblin says: "I understand by Americanization the persuading of people to work at the job of being Americans. I think that must apply to natives as well as immigrants. A large part of our trouble with the immigrant comes from his observation of the inadequacy of the citizenship of natives and our indifference to his education in Americanization."

According to Winthrop Talbot, "Americanization is an attitude of mind upholding certain principles. We are Americanized when our attitude of mind is in accord with these fundamental American principles of government and conduct, when our judgment accepts them as sound and our industrial, civic and home practice and mode of living conform with American standards. 'We' and 'our' embrace native-born and alien, for our foreign-born, although speaking no English and dwelling again in their home land, may yet be more truly Americanized than such straight descendants of Pilgrim and Puritan stock as may have habits of thought and conduct which are undemocratic, intolerant and unfraternal."

"Within our territory and constituting a nation are 90,000,000 people, representing all races, nationalities, languages, temperaments, and religions; the African, the Asiatic, the Caucasian, the Irishman, the Scandinavian, the German, the Hungarian, the Pole, the Italian, the Protestant, the Roman Catholic, the Jew, the Agnostic; some of the richest men in the world and some of the poorest, some of the most cultured and some of the most ignorant and superstitious, with no common faults, no common traditions, only a common humanity, and under no other control than that they exert over themselves and over each other. If

such a heterogeneous people are to form a perfect union, it is indispensible that they must understand each other's temperaments, have in each other's welfare an interest and entertain for each other a respect.

There are many definitions of the general process which we are calling Americanization, yet no one seems quite able to define it or to set limits to it. It evades all definitions and attracts us by its very illusiveness. Through it we find a means of expressing the impulse that is strong within us to make ours a better and more united country because of all we have gained and of all we have lost. We have gained confidence in the Republic as a fighting nation and as a peace-prompting nation; we have lost provincialism and a boastful sense of national superiority. It took the call to arms to reveal some of the weak places in our national make-up, native- and foreign-born shared alike in the tests. As a nation, we have passed through a season of heart searching and the natural reaction is "Americanization."

There was found a place for woman's efforts in the war program, and because there is a place for her in the new Americanization, the club women of the General Federation have decided to center their studies and their efforts around this topic for the coming year.

The North Carolina Federation has adopted it as their line of study and this program has been prepared as a guide for use by reading circles, classes or clubs.

We find many helps to guide us in the study. Books on all phases of Americanization are appearing almost as fast as one can review them. The Department of the Interior is issuing bulletins on matters connected with Americanization, and the superintendent of documents publishes surveys, findings, and plans for the education of the foreigner.

The several states are waking up to their responsibility and each that has a special foreign problem is making a survey of it and developing plans for the training of its foreign-born along the lines of Americanization. Chief among the means used are the public and private schools for working boys and girls, factory classes, and home visitation. English is being taught as the first essential in schools, in churches, in Sunday schools, in factories, in homes and in moving picture theatres.

Not only English, but American principles of government and standards of living are being made known to the newcomer through

text-books on civics and American history. Classes in citizenship are being held, and hundreds and thousands of eager foreigners are being prepared step by step to take their part in this new Americanism which is of the heart as well as of the head. Through story and biography. American ideals are being made known to the new citizen until he is at last made to feel at home in a land that is no longer strange. The importance of this practical work in Americanization can hardly be over emphasized, it is a paying investment, it will yield returns. It should go hand in hand with the use of the present study course, wherever foreign-born people are neighbors to us. As club women, we have a special duty toward the immigrant woman, the hardest member of the new family to reach.

The course which is here outlined is however addressed in the main to the study of the immigrant in his American environment. It is an attempt to make the foreign-born better known to native Americans, in order that a more intelligent and appreciative relation may spring up among the members of the composite family. For this reason we take up a study of some of the racial groups who have come to our shores; and with their background always before us, try to learn something of their life in the new world. We have perhaps thought too long of the recent immigrant as so much crude material, so much negative matter which we tolerate if he keeps quiet and unobtrusive, leaving him alone until at last in the second or third generation he takes his place beside us in industry and in politics as an American citizen, even then terribly handicapped because of things which have never been explained to him. We have lost much by ignoring all that the immigrant brings with him and we have missed much by a failure to realize what he represents. Usually he is a chip off of an older stratum of civilization than we Westerners know anything about. His earthly belongings may all be contained in the bundle on his back, his pocket may be empty save for the necessary entrance sum, but he may be immensely rich in those things which time and tradition and the slow moving of the spirit of art contribute to the human being.

To really understand the immigrant, we should know something about the land from which he comes, and in this respect the study follows naturally after the course of last year which centered our attention on the countries and the peoples of war-torn Europe. To enter truly into the motives of the immigrant for

coming and to grasp a sense of that expectancy with which he approaches the "gate" we should be able to enter into his literature through his native language. This in most cases we cannot do, but it is fortunate for us that almost every group has an outstanding character, one who has the double gift of sympathy with his former environment and a grasp of the spirit of the new country as well. Such an one as Mary Antin or Edward Steiner is an interpreter of the old world to the new and serves to establish a link of sympathetic understanding between the Americans of longer and shorter standing. In order to see the immigrant through his own eyes we have selected a number of biographies to be used as book reviews.

But our study does not stop with the immigrant's entrance into the promised land. We are interested in knowing where the different races and nationalities have made their settlements, what trades they have entered and what they are doing towards the development of the various sections of our country. Our study leads us to discover that strains of foreign blood run in the veins of many of our outstanding patriots, and when we continue the tracing far enough back, we find that we all came from somewhere and added something to the make-up of the composite American type. As we proceed, we like to figure Americanization, not as a melting pot, but as a glorious garden plot where varying types of human beings can grow and develop each in his own good way on a common liberty-loving soil.

Immigration presents its own peculiar problems and some of these are at the root of the disorders and antagonisms with which the industrial world is today struggling. So closely is immigration linked up with problems of labor, wages, production and standards of living that we have been led on to suggest a study of some of the more popular phases of economics. The last two meetings are devoted to a treatment of economic topics in the hope that reading and discussions along these lines will lead to a better comprehension of the vital problems that lie beneath the surface in the Americanization movement.

CLARA SOUTHER LINGLE.

FIRST MEETING

Subject: The Story of Immigration to the United States.

"The Republic of the United States is in fact a nation of immigrants, a nation of aliens. All have made the great migration, all have come hither from other parts of

the earth. The only difference among Americans is that some came earlier while others came later, indeed as it were yesterday, to these shores. We came hither first or last, across the ocean, and from the ends of the earth."—George A. Gordon.

PAPER No. 1. By.....

Distinct Periods and Characteristics of Immigration to the United States

References:

"The Tide of Immigration," by Warne.

"Labor Problems," by Adams and Sumner, chapter on Race and Nativity of Immigrants, page 72.

"Immigration, a World Movement and Its American Significance," by Fairchild.

"Emigration and Immigration," by Smith.

"Dictionary of Races and Peoples," Report of the Immigration Commission, December 5, 1910.

"Immigration" by Hall, Part I.

"Races and Immigrants," by Commons, chapter on Nineteenth Century Additions.

PAPER No. 2. By.....

Why They Come

References:

"On the Trail of the Immigrant," by Steiner (Chapters 1-5).

"Immigration Conditions in Europe," Report of the Immigration Commission. Senate Document, No. 748. 3d Session, 61st Congress.

"The New Immigration," by Roberts, (chapter on Inducements to Immigrate).

"Races and Immigrants," by Commons, (chapter on Emigration Agencies and Labor Speculators).

PAPER No. 3. By.....

Book Review

"The Promised Land," by Mary Antin.

Or "Our Slavic Fellow Citizens," by Balch.

Date ..... Place.....

SECOND MEETING

Subject: Immigration and Assimilation

"Americanization is assimilation in the United States. It is that process by which immigrants are transformed into Americans. The American of today is, therefore, the result of the assimilation of all the different nationalities of the United States which have been united so as to think and act together."— GROVER G. HUEBNER.

PAPER No. 1. By.....

THE RACIAL EFFECTS OF IMMIGRATION AND THE AMERICAN TYPE

References:

"Races and Immigrants," by Roberts, chapter on Races in the United States.

"The Coming Race in America," by Franklin H. Giddings, in Century, March, 1903.

"Americanization," by Talbot, chapter on Amalgamation and Assimiliation, by J. Commons.

"The Melting Pot," by Zangwill.

"Americanization," by Talbot, chapter on American Ideals and Race Mixture.

"Fair Play for the Workers," by Grant, chapter on Americanization of the Immigrant, page 67.

"Americanization," Talbot, chapters on The Child of the Foreigner and the Immigration Problem.

"Racial Consequences of Immigration," in *Century,* February, 1914.

"Labor Problems," by Adams and Sumner, chapter on Birth Rate as Affected by Immigration, page 109.

PAPER No. 2. By.....

IS FURTHER IMMIGRATION A MENACE TO AMERICAN IDEALS?

References:

"Danger to American Traits and Characteristics from Immigration," by Jane Addams, in *Education Review,* March, 1905.

"The Question of Assimiliation," by E. G. Balch, in *Charities and Commons,* December 8, 1907.

"The Future of American Ideals," by Prescott Hall, in *North American Review,* January, 1912.

"Is Immigration a Menace?" by C. L. Sulzberger. Published by American Jewish Commission, 356 2d avenue, New York City.

"American and Immigrant Blood. A Study of the Social Effect of Immigration," by Ross, in *Century,* December, 1913.

"The American People," by Alfred M. Low, chapter on the Influence of Immigration.

"Labor Problems," by Adams and Sumner, pages 69 and 214.

PAPER No. 3. By.....

Book Review:

"With Poor Immigrants to America," by Graham Stephens. Or "From Alien to Citizen, the Story of My Life in America," by Edward A. Steiner.

References:

"Statements and Recommendations submitted by Societies and Organizations on Subject of Immigration," in Senate Document 764, 3rd Session, 61st Congress.

Date..... Place.....

Third Meeting

Subject: The Composite American Nation

PAPER No. 1. By.....

What is it to be an American?

"This country is constantly draining strength out of the new sources of the voluntary association with it of great bodies of strong men and forward-looking women of other lands. And so it is being constantly renewed by the same process by which it was originally created. It is as if humanity had determined to see to it that this great Nation, founded for the benefit of humanity, should not lack for the allegiance of the people of the world."—Woodrow Wilson.

References:

"Americanization Speech and Report of Secretary Lane," in *Bulletin,* Department of Interior, Washington, D. C.

"Making Real Americans Out of Many Races," by H. H. Wheaton in *Review of Reviews,* August, 1918.

"What is it to be an American?" by Franklin K. Lane, in *National Geographic Magazine,* April, 1918.

"An American Farmer," by John deCrevecocur, Letter III.
"America in the Making," by Lyman Abbott.
"Americanization," by Talbot.

PAPER No. 2. By .....

THE RESPONSIBILITY OF CITIZENSHIP

References:

"On Becoming an American," by Bridges.
"The Young Woman Citizen," by Mrs. Mary Austin.
"Your Vote and How to Use It," by Mrs. Raymond Brown.
"Universal Training for Citizenship and Public Service," by W. A. Allen.
"Instruction and Practice in the Duties of Citizenship," in *Bulletin* of the Massachusetts Board of Education, prepared by Arthur W. Dunn, 1918.
"An Outline Court in Citizenship," by Raymond F. Crist, in *Bulletin* of the United States Bureau of Naturalization, Washington, D. C.

PAPER No. 3. By .....

Book Review:

"The Immigrant and the Community," Grace Abbott. (Deals with the special problems of the immigrant girl.) Or "From Alien to Citizen," by Steiner. Or "They Who Knock at Our Gates," by Mary Antin.

DISCUSSION: By .....

DOES THE EXTENSION OF FRANCHISE TO THE FOREIGN-BORN, THE ILLITERATE, AND THE INDIFFERENT WOMAN TEND TO MAKE DEMOCRACY UNSAFE?

References:

"The New Immigration," by Roberts, chapters on Crime and the Courts, and Politics.
"Races and Immigrants," by Commons, chapter on Amalgamation and Assimilation.
"Statements and Recommendations by Societies on Subject of Immigration," in Senate Document No. 764, 3d Session, 61st Congress.
"The Citizen's Part in Government," by Elihu Root.

Date ..... Place .....

Fourth Meeting

Subject: The Americanization of the Foreign-Born Through Education

"Any man who expects to be free and ignorant at the same time, expects what never has happened and what never can happen." — Thomas Jefferson.

Illiteracy

The Facts in the United States: There are in the United States 516,163 persons ten years of age and over who are unable to read and write in any language. Of this number nearly 5,000,000 are twenty years of age and over; 57.7 are white people; 1,534,272 are native-born whites. The draft revealed 700,000 men who cannot read and write in English or in any other language.

PAPER No. 1. By .....

The Facts in My State

What are we doing about it? Compulsory school attendance, is it enforced? Night schools. Get the facts from your State Superintendent of Public Education.

References:

"Compulsory English for the Foreign-Born," in *Survey,* July 13, 1918.

PAPER No. 2. By .....

The Education of the Immigrant

References:

"Education and the Immigrant," by Paul Abelson, in *Journal of Social Science,* September, 1906.

"The Public School and the Immigrant Child," in *National Education Association Journal of Proceedings,* 1908.

Americanization Bulletin, Vol. I, September, 1918, to date.

"The School Center and the Immigrant," in *Playground,* February, 1917.

"An Adventure in Education," by Elizabeth M. Case, in *New Republic,* December 22, 1917.

"The Education of the Immigrant," by Frances Alice Kellor, in *Educational Review,* June, 1914.

"Educate the Immigrant," by G. Pinkham, in *Outlook*, October 14, 1911.

"The New Immigration," by Roberts, Chapter on Culture.

PAPER No. 3, or DISCUSSION. By .....

OTHER AGENCIES BESIDES THE PUBLIC SCHOOL THAT ARE EDUCATING THE IMMIGRANT. WELFARE WORK IN MILL VILLAGES, EVENING FACTORY CLASSES. SOCIAL SETTLEMENTS, CHURCHES AND SUNDAY SCHOOL. MOVING PICTURES

References:

"The New Immigration," by Roberts, chapter on Reaching the New Comer.

"Evening Schools for Foreigners," by Adele Marie Shaw, in *World's Work*, January, 1905.

"Where Garments and Americans Are Made," by Jessie H. McCarthy, 1917.

"Teaching Citizenship Through the Movies," by Ida Clement, in *Special Report No.* 2. Municipal Reference Library, New York City, June 26, 1918.

"Education of the Immigrant," in *Bulletin No.* 51, 1913, published by U. S. Bureau of Education.

"Public Facilities for Educating the Alien," in *Bulletin No.* 18, 1916, Government Printing Office, Washington, D. C.

"Americanization," by Talbot, chapters on Domestic Education, and Schools in Camps.

"Duty of the American Churches to Immigrant People," by Mary C. Barnes, in *Bible World*, June, 1913. (A movement to teach immigrants to read and speak English by use of simple text-books based on the Bible.)

"Americanization," by Dixon. (A review of work done by civic and social agencies of the National Americanization Committee.)

"Americanization," by Talbot, chapter on the Library and the Foreign-Speaking Man.

"The Library as a Social Factor," by W. D. Johnson.

"Illiteracy and Americanization," by Franklin K. Lane, address published by the Department of the Interior, Washington, D. C.

"Illiteracy and Americanization," by C. P. Cary, State Superintendent, Madison, Wis., 1917.

PART II

COLONIAL ELEMENTS AND EARLY IMMIGRANTS

The original settlers of this country were, in the main, of Teutonic and Celtic stock. In the thirteen original states the pioneers were practically all British, Irish, Dutch, and German, with a few French, Portuguese and Swedes; and, in this connection, it should be remembered that a large proportion of the French people is Teutonic in origin. The Germans were Protestants from the Palatinate, and were pretty generally scattered, having colonized in New York, western Pennsylvania, Maryland, and Virginia. The Swedes settled upon the Delaware river. The French were Huguenots driven from home by Louis XIV; and, though not numerous, were a valuable addition to the colonies. The Irish were decendants of Cromwell's army, and came from the north of Ireland. All the settlers had been subjects of nations which entertained a high degree of civilization, and were at that time the colonizing and commercial nations of the world. At a later period, the annexation of Florida and Louisiana brought in elements of Mediterranean races, so-called; but owing to various considerations into which it is not necessary to enter here, the civilization and customs of the British overspread these regions, as well as those colonized originally by the Dutch and French, and produced a substantial uniformity in institutions, habits and traditions throughout the land.

This process of solidification and assimilation of the different colonies under British influence reached its consummation with the establishing of the Federal Government. After the birth of the United States as a separate nation, colonization in the earlier sense ceased entirely. European nations could no longer send out their own citizens and form communities directly dependent upon themselves and subject to their own jurisdiction. The immigration of the nineteenth and twentieth centuries, therefore, differs widely in character from the colonization of the seventeenth and eighteenth centuries.

With the year 1820 the official history of immigration to the United States begins; for it was then that collectors of customs at our ports were first obliged to record the arrival of passengers by sea from foreign countries. The record included numbers, ages, sexes, and occupations.

Prescott F. Hall.

FIFTH MEETING

Subject: The British Foundation

"God is making the American, but God works through men. If the American is to be made, he must be made by America. What can we do to make the American of the future such that we shall have a right to be proud of our handiwork?" — LYMAN ABBOTT.

PAPER No. 1. By .....

THE ENGLISH IN AMERICA

References:

"The English in America," by J. A. Doyle. (The history of the English colonies in North Carolina during their period of dependence on the mother country.)

"Races and Immigrants in America," by Commons, chapter on Colonial Race Elements.

"Immigration," by Hall.

PAPER No. 2. By .....

Book Review:

"The Scotch Irish in America," by Henry Jones Ford.

Tells the story of the Ulster plantation and of the influence that formed the character of the people. The causes are traced that led to the great migration from Ulster, and the Scotch Irish settlements in America are described. The influence of the Scotch Irish settlements upon American institutions is traced and there is an appreciation of the Ulster contribution to American nationality.

Paper may be divided thus:

a. Scotch Migration to Ulster.

b. Emigration to United States, settlements in New York, Pennsylvania, expansion south and west.

Or "Races and Immigrants in America," by Commons, chapter on The Scotch Irish.

PAPER No. 3. By .....

American Statesmen and Leaders of Scotch Irish or Irish Descent

References:

"Irishmen of Today," by Darrell Figgis.

"American Yearbook Directory of Scottish and British Associations in the United States, Canada and British Possessions," New York, 4th avenue and 8th street, Caledonian Press Co., 1914, $1. (The Scotch Irish Society in America was founded in 1819 and held ten successive conferences, the annual proceedings of which contain a mass of information. The only Scotch Irish Society now known to exist is the Pennsylvania Scotch Irish Society which holds annual meetings and publishes reports.)

"The Irish Issue in Its American Aspect," by S. Leslie, New York, Scribner's Sons, 1917, $1.25.

"Races and Immigration," by Commons.

"Irish in the United States. Where Irish Americans Stand in the War," in *Literary Digest,* February 2, 1918.

"Father Bernard's Parish," by Florence Olmstead. Fiction.

"My Lady of the Chimney Corner," by Alexander Trevine. Fiction.

"Settlements of Scotch Highlanders in America," by J. P. McLean, chapter V, on Highlanders in North Carolina; chapter VI, on Highlanders in Georgia; chapter VII, on Highland Settlement of the Mohawk.

For a brief history of Scotland, see:

"Scotland," in the Story of the Nations Series.

"A Short History of Scotland," by Andrew Lang.

For Ireland, see:

"Ireland," in the Story of the Nations Series.

"Irish Folk History Plays," by Isabella A. Gregory.

For Scotch Irish in North Carolina:

"Flora McDonald in America," by J. P. McLean.

"Highland Scotch Settlement in North Carolina," N. C. booklet, 1905.

"Scotch Irish in North Carolina," by R. D. W. Connor, chapter on the Upper Cape Fear Section.

"Scotch Irish in North Carolina," by J. A. McKelway, N. C. booklet, 1905.

Date ..... Place .....

SIXTH MEETING

Subject: The Negro

"America has today no problem more perplexing and disquieting than that of the proper and permanent relations between the white and colored races." — GILBERT T. STEPHENSON.

"I have lived close to and loved many of the race and I have thought of them as men and women, made of God for His Glory, and not as a Problem." — MARY HELM.

PAPER No. 1. By .....

PRESENT FORCES IN NEGRO PROGRESS

a. Educational *b. Religious*

References:

"Races and Immigrants in America," by Commons, chapter III.

"Education for Life, The Story of Hampton Institute," by F. G. Peabody.

"Present Forces in Negro Progress, and Negro Life in the South," by W. D. Weatherford. (Dedicated to the college men and women of the South in whose tolerant spirit and unselfish interest lies the hope of the negro race.)

"The Mental Capacity of the American Negro," by Marion J. Mayo.

"Hampton Normal and Industrial Institute," by Hollis B. Fusill, in *Constructive Quarterly,* September, 1918.

"National Aid to Negro Education," by J. H. Dillard, in *School and Society, June* 8, 1918.

"The Negro in Relation to Our Public Agencies and Institutions," by J. L. Kesler, in *American City,* August, 1918.

"Improvised Negro Songs," by K. Lemmermann, in *New Republic,* December 22, 1917.

"Applied Knowledge as a Problem in Negro Education," *Bulletin,* Board of Education, September, 1916.

PAPER No. 2. By .....

ECONOMIC PROGRESS. THE NEGRO FARM OWNERS, THE NEGRO IN VARIOUS INDUSTRIES

"The fact that today the negroes of the South who fifty years ago did not own themselves, now own real

estate which in the aggregate is said to exceed the worth of the whole of the New England States, is doing more to solve the race problem than all the northern interviews and the northern editorials on the rights of the Afro-American that have been spoken and written since the Proclamation of Emancipation." — Lyman Abbott.

References:

"A Century of Negro Migration," by Carter Goodwin Woodson, Washington Association for the Study of Negro Life and History, 1918, $1.

"The Negro and the New Economic Condition," by R. R. Moton in *National Conference Social Work,* 1918.

"Tackling One of America's Biggest Problems," by M. Barstow in *World's Work,* May, 1918.

"The Negro, the Southerner's Problem," by Thomas Nelson Page.

"The Negro Business," by Booker T. Washington.

"The Basis of Ascendancy," by Edgar G. Murphy.

"What the Negro Is Doing to Help Win the War," in *Literary Digest,* July 27, 1918.

"Patriotism of the American Soldier," by R. R. Moton in *Outlook,* November 20, 1918.

"The American Negro and the World War," by R. R. Moton in *World's Work,* May, 1918.

"From Darkness to Light, the Story of Negro Progress," by Mary Helm.

"Trade Unionism and Labor Problems," by Commons, chapter on The Negro Artisan.

PAPER No. 3, or DISCUSSION. By .....

Negro Race Leaders

"Up from Slavery," by Booker T. Washington.

"The Future of the American Negro," by Booker T. Washington.

"The Negro and the Nation," by George S. Merriam, 1906.

"The Negro in the South," by Washington and Du Bois.

"The New Voice in Race Adjustment," Atlanta Conference, 1914.

"The Negro," by W. E. DuBois.

"The Story of the Negro," by Booker T. Washington.

"Race Distinctions in American Law," by Gilbert T. Stephenson.

For complete statistics of negro population, occupations, religious connections, etc., see *Bulletin No.* 129, Department of Commerce, Bureau of Census, Washington, D. C.

"Lawlessness or Civilization, Which?" Report of Conferences on Education, 1917. Edited by W. D. Weatherford, Blue Ridge, N. C.

"Races and Immigrants," by Commons, chapter 3, on The Negro.

Date ..... Place .....

SEVENTH MEETING

Subject: Immigration From Countries of Northern Europe

> "The immigrants who came in the earlier years (before 1882) were permanent settlers, they were of races closely allied to the dominant race of this country, they were for the most part, anxious to become assimilated and their standard of life while lower than that of native laborers was distinctly higher than that of the immigrants who have arrived during recent years."—SUMNER.

PAPER No. 1. By .....

GERMAN AND AUSTRIAN IMMIGRATION

"On the Trail of the Immigrant," by Steiner, chapter VII, The German in America.

Note that Steiner writing before the war was impressed with the materialistic spirit of the German immigrant which disappears in the third and fourth generation of his Americanization. He says "The German in America has not produced many great men but has filled this country with good men which is infinitely better. The cause of the dearth of prominent German-Americans is due to the fact that they blend more quickly than any other foreigner (except the Scandinavian) with the nation's life, especially if the German reaches any kind of eminence; and the effect which he has upon the life of the nation is difficult to trace because of that. The coarse, the crude, and the low retain their

national stamp, while the finer and better soon become part of us."

"The Celtic Tide," by Ross, in *Century,* April, 1914.

"Germans in America," by Ross, in *Century,* May, 1914.

"Races and Immigrants," by Commons, chapter on Germans and Austrians.

"The place of the German Element in American History," by Julius Goebel, in *American Historical Association Report,* 1909.

PAPER No. 2. By .....

Scandinavian Immigration, Including That From Sweden, Norway, and Denmark

References:

"Scandinavians in America," by Rose, in *Century,* June, 1914.

"Norwegians in the United States," by Ross, in *Century,* January 25.

"Danes in the United States," by Ross, in *Century,* February 22.

"Races and Immigrants," by Commons, pages 132 and 152.

"On the Trail of the Immigrant," by Steiner, references to Scandinavians.

PAPER No. 3. By .....

The French and Italian Elements

(Italians included here as being more closely related to immigration of this period than to the following. Paper may well be divided.)

References:

"The Heart of America," by Finley, chapter on The French. (Historical.)

"Races and Immigrants," by Commons, pages 125 and following pages.

"Contribution of the Roman Nations to the History of the United States," by Wm. R. Shepherd, in *American Historical Society Report,* 1909.

"On the Trail of the Immigrant," by Steiner, references to Italians.

"The Italian on the Land," in Bulletin of U. S. Bureau of Labor, May, 1907.

PAPER No. 3, or DISCUSSION. By.....

RACIAL ORIGIN OF SUCCESSFUL AMERICANS

References:

See article by that name in *Popular Science Monthly, April,* 1914. Also in Scientific American, May 30, 1914.

"Americans of Austrian Birth," in *Literary Digest,* September 28, 1918.

Date..... Place.....

EIGHTH MEETING

Subject: The Jew in America

"Our country seems destined in the Providence of God to be the meeting place of all the people, to be the world's experimental station in brotherhood, all of us learning that other nations are not barbarians, that other races are not inferior, that other faiths are not godless."
—RABBI STEPHEN S. WISE.

PAPER No. 1. By.....

THE JEW AS AN IMMIGRANT

There are not many real Russians in the United States. Most of those classed as coming from the Russian Empire are either Poles or Finns, or are Jews driven out from all parts of Russia. There are said to be 2,000,000 Jews in America, of whom 60 per cent. live in Greater New York, making it the largest Jewish city in the world, containing twice as many Jews as any other city. The Greek Church or Eastern Church was the established church of the old empire, but we do not see much of the Orthodox Greek Catholics in America, whose beautiful cathedrals with their renowned male choirs and gilded domes are familiar to the American tourist in Paris and in four of the famous Swiss resorts on Lake Geneva. Are there any Greek Catholic churches in America?

References:

"The New Immigration," by Roberts.

"Alien Immigration," by Bradshaw.

"The Housing of the Working People," by E. R. L. Gould, special reports of U. S. Commission of Labor.

"Races and Immigrants," by Commons, references to the Jews.

"The Jews of Today," by Arthur Ruffin.

"Comrade Yetta," by Albert Edwards.

PAPER No. 2. By.....

The Contribution of the Jew to Democracy

"The Jew not only found liberty in America in the fullest sense, but he found brotherhood among the composite population of the United States. Today in every city of the Union, the Jewish portion of the population is a part of its civic backbone and moral sinew as well as among its most responsible material assets."

The United States stands third among the countries of the world in its Jewish population.

References:

"Justice to the Jew, the Story of What He has Done for the World," by M. C. Roberts, chapter on the influence of the Hebrew Commonwealth upon the Origin of Republican Government in the United States.

"Jews in America," by C. W. Miller, 1915, published by C. W. Miller, Natchez, Miss.

"Jewish Immigration to the United States from 1881 to 1910," by S. Joseph, 1914.

"Organization Problem of Jewish Community Life in America," by W. D. Waldman, published by National Conference of Jewish Charities, 441 Fayette St., Baltimore, 1916.

"The Twenty-fifth Anniversary of the Jewish Publication Society of America," published by the Society, 1913, Philadelphia.

PAPER NO. 3. By.....

Book Review:

"The Russian Jew in the United States," by Charles S. Bernheimer. Studies of social conditions in New York, Philadelphia and Chicago, with a description of rural settlements. "Is intended to present the rise and development of the Russian Jews who have come to the United States during the past twenty years, to show the qualities they brought with them, to present the facts as to their adjustment to conditions here and to look into the future."—Preface. It contains chapters on economic and industrial conditions, religious activities and social life, health and sanitation, rural settlements, etc.

Or "Imported Americans," by Broughton Brandenburg, New York, Frederick A. Stokes, 1904.

Or "One of Them," by Elizabeth Hassnovitz. Boston, Houghton Mifflin Co., 1918. Fiction.

Or "Real Russians," by Sonia E. Howe. (A sympathetic picture of Russian life; its military confines, its Red Cross and its prisoners and especially its peasant life a short time before the revolution.) New York, Lippincott, $2.

Or "Joseph Pulitzer," by Alleyne Ireland.

Or "With Poor Immigrants to America," by Stephen Graham, a Russianized Englishman, New York, Harper & Bros., 1914.

Or "The Promised Land," by Mary Antin.

Or "The Chosen People," by Sidney L. Nyburg.

PAPER No. 4, or DISCUSSION. By.....

WHAT DO YOU KNOW ABOUT THESE FAMOUS JEWS?

George Brandeis, Max Nordau, Sir Francis Palgrave, the Rothchilds, Alfred Sutro, Mrs. Alfred Sedgwick, Joseph Pulitzer, Israel Zangwill, Charles Walstein, Sidney Lee Spinoza, Jachim, Wieniawski, Mme. Zeisler, Felix Adler, Disraeli?

PART III

THE NEW IMMIGRATION

The difference between the immigrants from northwestern and southwestern Europe is marked. The percentage of illiteracy among the former is small, among the latter it is more than 35 per cent. The number of skilled workers from Great Britain, Scandinavia, Germany and France is large, but the immigrants from Italy, Austro-Hungary, Russia and the Balkan States are almost wholly unskilled. The immigrants from the first-mentioned countries come to make America their home; a large percentage of those from the last-mentioned countries come alone with the expectation of returning to the fatherland after a few years absence.

The people of northwestern Europe brought with them religious and political ideals which made their assimilation comparatively speaking an easy matter, but the peoples of southeastern Europe in these respects are much further removed from American standards and the work of assimilation is a far more serious task. These differences justify dividing European immigrants into two classes — the northwestern and the southeastern; the major part of the former came to America previous to 1890 and is called the old immigration, while the major part of the latter came since that year and is called the new immigration.

Among the new immigrants, the prolific Slav race, with its numerous branches, bring the greatest numbers and presents the most difficult problem of Americanization.

The Slavs in America — Poles

Slavic immigration to America can be divided into three groups corresponding to the racial groupings in Europe, out of which three distinct nations are now emerging and seeking recognition at the Peace Conference. Of these "New Nations," one is the reorganized Poland, with Warsaw as the capital with its 15,000,000 people, and Danzig as its hoped-for outlet to the sea. The large percentage of Jews among the inhabitants can be accounted for by the fact that Poland early threw its doors open to Jews persecuted in Russia, Spain, England and practically all the other countries. One-fourth of the population today is Jewish, the rest is Roman Catholic.

Bohemians

Of the Slavs in America, the most familiar to us are the 200,000 Bohemians in and around Chicago, and those employed in the coal mines of West Virginia and Illinois. They are not agricultural people; coming mostly from the towns and villages, they go into industrial life. Like the Poles they are Roman Catholics, but many in America become infidels of the Robert Ingersoll type.

The most venturesome of the Slavs, the Bohemians, in whom the love of wandering was always alive, started this stream of immigrants as early as the seventeenth century, sending us the noblest of their sons and daughters, the heroes and heroines of the reformatory wars, idealists, who like the Pilgrim Fathers, came for Freedom to worship God."— Steiner.

The Jugo-Slavs

These "southern" Slavs are one of the latest national groups to be recognized as an independent people. They number about 12,000,000, their religion is that of the Greek Church, some of them are Mohammedans. In America we know them as the "round heads." They are mostly coal miners. One-fourth of them all are in America. The Moravians who first settled in Bethlehem, Pa., and later migrated to North Carolina, are historical descendants of the Czecho-Slovaks of the time of John Huss, the reformer, who started the unsuccessful revolution in Bohemia. The Hussites migrated to Saxony and established their capital at Hernhutte.

Of the Slavs the Bulgarians speak the most ancient of all the Slavic languages; it is to the modern Slav what Anglo-Saxon is to the American. The Bulgarians are Orthodox Greek Catholics.

NINTH MEETING

Subject: Immigration from Southeastern Europe; The Slav

PAPER No. 1. By.....

GENERAL CHARACTERISTICS OF THE SLAV IMMIGRANT AND THE HOME FROM WHICH HE COMES

References:

"The New Immigration, a Study of the Industrial and Social Life of Southeastern Europeans in the United States," by Peter Roberts.

"On the Trail of the Immigrant," by Steiner.

"Immigration," by Hall.

"Races and Immigrants," by Commons.

PAPER No. 2. By.....

THE SLAVS IN THEIR NEW HOMES

(This paper may be divided into three parts by those clubs to which the Slav presents a local problem.)

a. The Poles and Jugo Slavs in Cleveland

References:

"How the People of Detroit are Making Americans of the Foreigners," by G. Mason, in *Outlook,* September 27, 1916.

"The Poles in the United States," in *Literary Digest,* March 8, 1919.

Bulletins on the "Slovaks," the "Magyars," and the "Poles of Cleveland," published by Cleveland Americanization Committee, 226 City Hall, Cleveland, Ohio. Ten cents each.

"My Mother and I," by E. G. Stern.

b. The Bulgarians with Headquarters at Granite City, Ill.

References:

See references under Paper No. 1.

c. The Bohemian Coal Miners

References:

"Bohemians," in *Literary Digest,* April 5, 1919.

See references under Paper No. 1.

"Slavs on Southern Farms," Senate Document No. 595, 3d Session, 61st Congress.

PAPER No. 3. By.....

Book Review:

Items from Current Periodicals on the Slavs and Their Amerization. Or "My Antonia," by Villa Cather. Fiction.

References:

"The Story of Poland," by Miss Orvis.
"Poland, Today and Yesterday," by Neven Winter.
"Poland, Knight Among Nations," by Van Norman.
"Poland," in the Story of the Nations Series.
"Poland," in *Literary Digest,* February 15, 1919.
"The Proud Artistic Past of the Czecho Slovaks," in *The New York Times Magazine,* March 2, 1919.
"Rekindled Fires, Story of a Bohemian Immigrant Family," by Joseph Anthony.

Date ..... Place.....

Tenth Meeting

Subject: The Chinese in America

"The Chinese immigration was of a much earlier date than the Japanese, and has been prohibited by law since 1882. Those reported since then either belong to the exempted classes or have entered illegally. The exempted classes are merchants, travellers, teachers, students and officials and wives and minor children of certain Chinese residents of the United States. The three groups that give employment to the Japanese and Chinese are farming, domestic service and laundry work. It is well known that the Japanese are more numerous in the agricultural pursuits and the Chinese in domestic service and laundry work."— Bulletin 127.

PAPER No. 1. By.....

The Story of the Chinese on the Pacific Coast; The Immigration Treaty of 1880 and the Chinese Exclusion Act of 1882.

References:

"Chinese Immigration," by Mary Roberts Coolidge.
"Allies on the Pacific," in *World's Work,* November, 1918.
"Reenter China," by O. M. Saylor, in *New Republic,* November 20, 1918.

"Emigration and Immigration," by Richmond M. Smith, Chapter on Chinese Immigration and Restrictions on Immigration.

"Immigration," by Prescott Hall, chapter on History of Chinese Immigration Legislation.

"Chinese and Japanese in the United States," in *Bulletin* 127, 1910, Department of Commerce, Bureau of the Census.

"Labor Problems," by Adams and Sumner, chapter on Chinese Immigration, page 99.

Treaty-Laws and Rules Governing the Admission of Chinese, May 1, 1917 (latest official document), Department of Labor.

PAPER No. 2. By.....

THE CHINESE AS CITIZENS OF THE NEW WORLD. IS IT POSSIBLE FOR AMERICA TO ASSIMILATE THE ORIENTAL?

References:

"Your Chinese Neighbors," by J. K. Winslow, in *World's Work,* August, 1918.

"Races and Immigrants," by Commons.

"About Chinamen," in *Public Opinion,* February, 1918.

"Teaching English to Chinese Students," by L. B. Lenz, in *Educational Review,* June, 1918.

"Asiatic Women in America," by M. E. Burton, in *Missionary Review,* October, 1918.

"A Chinese Student Visits America," in *World's Work,* August, 1918.

"Americanization, the California Program," Bulletin of California State Printing Office, Sacramento, January, 1919.

PAPER No. 3, or DISCUSSION. By.....

AMERICAN-CHINESE RELATIONS

"The essence of the immigration problem is the enforced competition between laborers with a low standard of life and laborers with a high standard."—SUMNER.

References:

"Chinese Immigration," by Mary Roberts Coolidge.

"China," in *World's Work,* December, 1918.

"Tapping China's Reservoir of Man Power," in *Scientific American,* February 16, 1918.

"Our Great Field for Trade in China," in *Literary Digest,* July 13, 1918.

"International Relations of China, Japan and the United States," by J. B. Scott in the *American Journal of International Law,* October 17 and January 18.

Eleventh Meeting

Subject: The Japanese in America

"I would like to show you how these children, whether Japanese or American, no matter what their source, stood every morning before the American flag and raised their little hands and pledged themselves to one language, one country and one God."—Franklin K. Lane.

PAPER No. 1. By.....

Japanese Labor and Art in the United States

References:

"Japan's Growing Industrial and Foreign Trade," in *Scientific American,* July 13, 1918.

"The Japanese Problem," by W. A. Millis, chapter II on Japanese Wage Earners in Industrial Pursuits.

"Allies on the Pacific," in *World's Work,* November, 1918.

"Japanese Workshop with Yankee Ways," in *Literary Digest,* June 28, 1918.

"Americanization," by Talbot, chapter on Are Japanese Assimilable? by Sidney Gulick.

PAPER No. 2. By.....

Japanese Students in the United States. Laws in Regard to Their Admittance

References:

"International Comity and the Japanese Woman," by J. M. McKim in *The North American,* August, 1918.

"Japan's Thwarted Emigration," by W. E. Weyl, in *Asia,* May, 1918.

"America and Japan," in *New Republic,* March 23, 1918.

"Facts in a Nutshell about Immigration, Yellow and White," 443 — St., N. W. Washington, D. C., Thomas, $0.15.

"Labor Problems," by Adams and Sumner, chapter on Japanese Immigration, page 99.

PAPER No. 3. By.....

Book Review:

"The Japanese Problem in the United States," by H. A. Millis.

Or "The American Japanese Problem," by Sidney Gulick.

Or "The Japanese Crisis," by Jas. A. B. Scherer.

Or "Democracy and Education," by Oliver W. Stewart, in *National Enquirer,* Indianapolis.

GENERAL REFERENCES ON JAPAN AND JAPANESE IN AMERICA

"America to Japan," by Lindsay Russell.

"Japan at First Hand," by Clark.

"What the Mikado's Navy Has Done for the Allied Cause," by A. Kinnosuka, in *Scientific American,* March, 1918.

"Influence of Democracy on Japan," by E. I. Suginoto, in World's Work, November, 1918.

For complete statistics on Japanese population, see *Bulletin 127,* Department of Commerce, Bureau of the Census, 1910.

Date ..... Place.....

TWELFTH MEETING

Subject: The Immigrant and the Law — Naturalization

"Flag of our Republic, inspirer in battle, guardian of our homes, whose stars and stripes stand for bravery, purity, truth and union, we salute thee! We, the natives of distant lands do pledge our sacred honor to love and protect thee, our country and the liberty of the American people forever."

PAPER No. 1. By .....

IMMIGRATION LEGISLATION

References:

"A comprehensive Immigration Policy and Program," by S. L. Gulick, in *Scientific Monthly,* March, 1918.

"The Future in America," by Wells, chapter on The Immigrant.

"Immigration," by Hall, Appendix III, United States Immigration Laws.

"Races and Immigrants," by Commons, chapter on Immigration Legislation.

"The New Immigration," by Roberts, chapter on Polities.

PAPER No. 2. By .....

Who May Be Naturalized and How

References:

"Teachers' Manual. Standard Course of Instruction for Candidates for Citizenship," U. S. Bureau of Naturalization, *Bulletin.*

"Americanization," by Talbot, chapter on Naturalization, page 261.

"Labor Problems," by Adams and Sumner, chapter on Legislation, page 93.

"The New Immigration," by Roberts, chapter on The Immigration Problems.

"Races and Immigrants," by Commons, chapter on Naturalization, page 188.

PAPER No. 3. By .....

Book Review

"The Future in America," by Wells.

Or "The Invaders," by Frances N. Allen. Fiction.

Or "A Far Journey," by A. M. Ribany.

Discussion:

Effects of the War on Immigration and the Future Immigration Policies. Do you agree with Wells? "The European countries are not unlimited reservoirs of offspring. As they pass from their old conditions into more and more completely organized modern industrial states, they develop a new internal equilibrium and cease to secrete an excess of population. England no longer supplies any great quantity of Americans, Scotland barely any, France is exhausted, Ireland, Germany, Scandinavia have, it seems, disgorged all their surplus load and now run dry. These are all mitigations of the outlook, but still the dark shadow of disastrous possibility remains. The immigrant comes to weaken and confuse the counsels of labor, to serve the purposes of corruption, to complicate any economic and social development of that national consciousness and will on which the hope of the future depends."

Date ..... Place .....

PART IV

FUTURE IMMIGRATION POLICIES AND LABOR PROBLEMS

"Hitherto, immigration legislation, except as to the Chinese, has been non-restrictive; over the President's veto, this has now been changed, and the illiterate, irrespective of character, mental or physical condition, are to be excluded. This fundamental controversy is for the present, at least, settled; both sides should now enlist in the campaign to secure for those immigrants who pass the tests for admission, that protection from abuse and wrong which their helplessness demands and which an enlightened self-interest would seem to require. And when this shall have been secured, perhaps we shall have learned that it is neither desirable nor possible to fit human beings into a single mold; that true Americanization can best be attained by the development of each immigrant's inherent latent powers; that each of the older nations, through its emigrants, can contribute in the future as each has contributed in the past; spiritual, moral, mental, physical or aesthetic essential for the realization of an ideal America." — JULIAN M. MACK.

The effects of the war on immigration and the future immigration problems are variously stated; by one authority: "America faces today a situation unparalleled in its history. Hundreds of thousands of immigrants are clamoring to leave its shores, held back only by passport restrictions and food scarcity." Grace Abbott looks at it from the point of view of the old countries burdened with war debts and overstocked with women: "The numbers that will crowd the steerage with the re-establishment of peace and the parts of Europe from which they will come cannot now be determined with exactness." But we can be sure that the "New Immigration" will bring new aspects of the old problems. It is, for example, reasonable to expect that the proportion of women among those who will seek to enter the United States will be larger after than it was before the war. This will mean that the "Special Problems of the Immigrant Girl" will become more serious. Miss Abbott's book, "The Immigrant and the Community," which is founded on eight years' work with the Immigrants' Protective League, and seven years of residence at Hull House, Chicago, furnishes the connecting link between the problems of the immigrant on entering the new

country and those that grow out of his life and work in his new home. These problems are largely economic ones and an inquiry into some of the conditions and facts recognized by the student of economics will throw light on this phase of Americanization.

Thirteenth Meeting

Subject: The Immigrant in His New Home

Frederic C. Howe, Commissioner of Immigration, believes that immigration in America after the war will center around the idea of ownership of land. In America in the recent past, immigrants have settled in the cities because they cannot do what earlier immigrants did, namely, acquire cheap land in the west.

PAPER No. 1. By .....

The Distribution of Immigrants and the Trades They Enter

References:

"Labor Problems," by Adams and Sumner, page 75.

"Immigration," by Hall, chapter on Economic Conditions.

"On the Trail of the Immigrant," by Steiner, chapter on The New Problem.

"Races and Immigrants," by Commons, chapter on Labor and City Life.

"The New Immigration," by Roberts, chapter on Camp and Town Life and Cities Where They Gather.

"Fair Play for the Workers," by Grant, chapter on the Working Man and Patriotism.

PAPER No. 2. By .....

Social and Religious Customs and Standards

References:

"The New Immigration," by Roberts, chapter on Housing Conditions and Home Life and Culture.

"Labor Problems," by Adams and Sumner, chapter on The Standards of Life, page 80.

"Fair Play for the Workers," by Grant, chapter on The Influence of Religion.

"The New Immigration," by Roberts, chapter on Societies, Churches and Recreation.

"Americanization," by Talbot, chapter on The Immigrant Family, by S. P. Breckinridge.

"Schemes to Distribute Immigrants," by Samuel Gompers in Senate Document No. 21, 3d Session, 63d Congress.

PAPER No. 3. By .....

Book Review:

"Story of How I Became an American Woman," by Stern.

DISCUSSION. By .....

FOREIGNERS AS DOMESTIC SERVANTS, AND AGENCIES FOR THE PROTECTION OF IMMIGRANTS

References:

Annual Report of League for Protection of Immigrants in "Statements by Societies Interested in Immigration," United States Bulletin.

Date ..... Place .....

FOURTEENTH MEETING

Subject: Labor Problems Growing Out of Recent Immigration

> "It was economic freedom that made America what she is. It was this that lies at the foundation of our Democracy. It was freedom of access to the earth and all its fullness, it was this that gave us industrial eminence. It is the passing of this freedom, it is the enclosure of the land and coming of the tenant that has brought down the curse of poverty upon us as it did in Rome, just as it did in France, just as it did in Ireland, and just as it did in England at a later day.—FREDERIC C. HOWE in "Privilege and Democracy."

PAPER No. 1. By .....

THE LAND AND THE IMMIGRANT

References:

"Emigration and Immigration," by R. M. Smith, chapter IV on Immigration and Population.

"Races and Immigrants," by Commons, chapter on Landlordism.

"Privilege and Democracy," by Howe, chapter on Land Values.

"Immigration," by Hall, page 137.

PAPER No. 2. By .....

Industrial and Social Problems

References:

"The New Freedom," by Woodrow Wilson.

"On the Trail of the Immigrant," by Steiner, chapters 20–25.

"Privilege and Democracy," by Howe.

"American Ideals," by Cooper.

"The New Immigration," by Roberts, chapter IV on Industrial Life.

"Labor Problems," by Adams and Sumner, chapter on The Sweating System and following chapters.

PAPER No. 3. By .....

Labor Unions: Their Growth and Influence

"To the adult immigrants the labor union is the strongest Americanization force. The union teaches them self-government through obedience to officers elected by themselves. It frees them from the spirit of subservience and gives them their primary lessons in democracy, which is liberty through law." From "Americanization Through Union," article in *The World Today,* October, 1903.

References:

"Fair Play for the Workers," by Grant, chapter on Labor Organization and Its Influence on Our Problems.

"Trade Unionism and Labor Problems," by Commons.

"Co-operative Finance," by Herbert Myrick, chapters on Labor Unions and Various Trades.

"Industrial Efficiency," by Shadwell, chapter on Trade Unions in Vol. II.

"Labor Problems," by Adams and Sumner, chapter on Labor Organization.

"Trade Unionism and Social Problems," by Fred Harrison.

Date ..... Place .....

FIFTEENTH MEETING

Subject: Socialism, or Attempts to Reconcile Capital and Labor

"The strongest bond of sympathy outside the family relation should be the one uniting all working people of all nations and tongues and kindred."—ABRAHAM LINCOLN.

PAPER No. 1. By .....

DEFINITIONS AND PRINCIPALS OF SOCIALISM, ANARCHISM, COMMUNISM, BOLSHEVISM, AND THEIR RELATION TO LABOR, CAPITAL AND WEALTH

References:

"Fair Play for the Workers," by Grant; chapter on "What the Working Men Want."

"Races and Immigrants," by Commons; chapter on Socialism, page 181.

"New Immigration," by Roberts; references to Socialism.

"American Socialism of the Present Day," by Hughan.

"Industrial Liberty," Bonhan.

"National and Social Problems," by Fred Harrison. (For the Positivist theory of capital and labor.) Part III.

"Labor Laws," by Adams and Sumner.

Any standard work on Economics.

"The Relation between Labor and Capital and Reconstruction," in *American Educational Review,* December, 1918.

PAPER No. 2. By .....

THE BURDEN OF WEALTH AND THE RESPONSIBILITY OF LEISURE

References:

"Society and Culture in Changing America," by Ross.

"Fair Play for the Workers," by Grant; chapter on "Are Rich Americans aiding Americanization?"

"Privilege and Democracy in America," by Frederick C. Howe.

"Democracy and Social Ethics," by Jane Addams.

"The Wealth and Income of the People of the United States," by W. I. King.

Chapters under "Wealth" in any work on economics.

"The Distribution of Wealth," by N. Carver.

"Work and Wealth," by J. A. Hobson, chapter XV on "The Distribution of Leisure."

PAPER No. 3, or DISCUSSION. By .....

The Waste of Ignorance

"A nation has a moral obligation to prevent waste in the interests of those who are lacking in the necessities of life and the social opportunity which is built upon substantial income. There is enough food wasted daily in New York to give argument to an army of anarchists." — Sir Herbert B. Tree.

References:

"Misery and Its Causes," by Ed. T. Divine.

"Ten Lessons in Thrift," and other publications on the War Savings Division, Treasury Department, Washington, D. C.

Date ..... Place .....

Sixteenth Meeting

Subject: Changing America

A survey of some of the forward-looking movements that are tending to overcome social and racial antagonisms and to promote industrial and national stability.

A study of any two of the following topics with the recent periodical literature on the subject will probably be sufficient for one meeting.

PAPER No. 1. By .....

Social Unit Organizations

References:

"The Town Meeting," by John Fiske.

"The Community Drama," by Percy MacKaye.

"The New Immigration," by Roberts, chapter XXI, on "Reaching the Newcomer."

"The School Center and the Immigrant," in *Playground*, February, 1917.

PAPER No. 2. By .....

New Ideals in Education

a. *Training for Citizenship*

References:

'Prospective Changes in Educational Standards," in *School and Society*, December 7, 1918.

b. *Education Through Play*

"The Play Movement and Its Significance," references in *Playground.*

c. *Tests for College Entrance; Measuring Ability to Learn, Rather than Amount Acquired.*

"Standard Tests for Teachers' Use," by G. C. Swift, in *School and Society, July* 27, 1918.

"Use of Intelligence Tests in the Educational Guidance of High School Pupils," in *School and Society,* October 19 and 26, 1918.

PAPER No. 3. By .....

PENAL REFORMS, WITH PREVENTIVE AND CORRECTIVE TREATMENT, RATHER THAN PUNISHMENT, AS THE PURPOSE

a. *In the Army*

"Prison Reform at the United States Disciplinary Barracks," in *Proceedings National Conference Social Work,* 1918.

b. *In State Supervision and Control of Delinquents*

"Punishment and Reformation," by Frederick H. Wines. An historical sketch of the rise of the penitentiary system.

PAPER No. 4. By .....

SOCIAL INSURANCE

References:

"Social Insurance," by Henry Rogers Seager.
"Social Insurance," by I. M. Rubinow.

Book Review:

"Nationalizing America," by Edward A. Steiner.

Date ..... Place .....

CHAPTER XXXI

North Dakota

Miss Minnie J. Nielson, *State Superintendent of Public Instruction.* Letter, October 27, 1919. Bulletin, "General School Laws with 1917 Enactments." Circular A-17, issued by the State Department of Education.

1. State Legislation — Facilities for Minors and Minors of Employment Age

General School Laws. Article 15. "*Compulsory Education and Medical Inspection.*"

1342. School age. Who exempt from compulsory attendance. Every parent, guardian or other person who resides in any school district or city and who has control over any child of or between the ages of eight and fifteen, inclusive, shall send or take such child to a public school in each year during the entire time the public schools of such district or city are in session; and every parent, guardian or other person having control over any deaf, blind or feeble-minded child or youth between the ages of seven and twenty-one years of age shall be required to send such deaf child to the school for the deaf at the city of Devils Lake for the entire school year unless excused by the superintendent or principal of such school, such blind child to the school for the blind at Bathgate for the entire school year unless excused by the superintendent or principal of such school, and such feeble-minded child to the institution for the feeble-minded at Grafton; provided, that such parent, guardian or other person having control of any child shall be excused from such duty by the school board of the district or by the board of education of the city or village whenever it shall be shown to their satisfaction, subject to appeal as provided by law, that one of the following reasons therefor exists:

1. That such child is taught for the same length of time in a parochial or private school approved by the county superintendent of schools subject to appeal to the superintendent of public instruction; that no school shall be approved by the county superintendent of schools or superintendent of public instruction unless the branches usually taught in the public schools are taught in such schools.

2. That such child is actually necessary to the support of the family.

3. That such child has already acquired the branches of learning taught in the public schools.

4. That such child is in such a physical or mental condition (as declared by a licensed physician, if required by the board) as to render such attendance inexpedient or impracticable.

5. If no school is taught the requisite length of time within two and one-quarter miles of the residence of such child by the nearest route, such attendance shall not be enforced, except in cases of consolidated schools, where the school board has arranged for the transportation of pupils. In school districts where consolidated schools have not been established, the school board shall pay a sum not to exceed thirty-five cents nor less than fifteen cents per day to any one family living more than two and one-quarter miles from the nearest school, which shall be equitably based upon the number of children attending school from each family; provided, that the tender of such a daily compensation shall be construed as furnishing transportation and when such a tender is made by the school board, the compulsory attendance law shall apply to all children of school age living more than two and one-quarter and not to exceed five miles from school; provided, further, that the provisions for transportation shall not apply to deaf, blind and feeble-minded children in this state, and this section shall not be construed to apply to parents, guardians or other persons having control of any child or children between the ages of eight and fifteen, inclusive, who desire to send such child or children for a total period of not exceeding six months, which may be taken in one or more years, to any parochial school for the purpose of preparing such child or children for certain religious duties. It shall be the duty of the clerk of the school board to include in his annual statement an item setting forth the amount spent for the transportation of pupils.

2. State Legislation — Facilities for Adults

Evening Public School Circular A-17.

EVENING PUBLIC SCHOOL CIRCULAR GIVING THE REGULATIONS THAT MUST BE COMPLIED WITH IN ORDER TO SECURE STATE AID AS EVENING PUBLIC SCHOOLS

Issued by the State Department of Education, N. C. Macdonald, Superintendent, Bismarck, North Dakota,
September, 1917.

General Statement

The organization of the evening public schools is provided for by House Bill 81, Session Laws, 1917. Pursuant to the powers conferred upon the State Department of Education by this act, the State Superintendent of Public Instruction, after conferring with several educators of the state, has formulated these general regulations for the conduct of evening public schools.

The Regulations

The regulations that give the requirements that must be complied with in order to secure state aid for evening public schools are as follows:

1. *Purposes*

The purposes of the evening public school act are construed to be as follows:

(1) To Americanize foreigners, and to promote the growth of American ideas and ideals as they pertain to good citizenship.

(2) To increase the civic and industrial efficiency of those who have had little or no opportunity for such training in early youth.

(3) To give vocational training to those feeling the need thereof.

2. *Teachers*

No one shall be permitted to teach in these evening public schools who does not hold a valid certificate authorizing him to teach the same subjects in the day public schools.

3. *Course of Study*

(1) The common school subjects as named in section 1383 of the 1915 School Laws and as outlined in the State Course of Study for Common Schools shall be taught where desired; but

special emphasis shall be placed upon the teaching of reading, spelling, writing, language lessons, civics, and United States history. Instruction in high school subjects shall be provided for qualified students desiring the same. No foreign language shall be taught in any evening public school, except to those who have completed the eighth grade. The books used should be those especially prepared for and adapted to this particular type of school.

(2) Instruction in any or all of the industrial subjects, that schools are properly prepared to offer, shall be given to qualified students where desired.

4. *Enrollment and Attendance*

These schools must have at least ten enrolled and must have an actual per cent. of attendance of 50. (To find the actual per cent. of attendance, divide average daily attendance by the total enrollment.)

5. *How Organized*

If a petition signed by ten or more resident persons over sixteen years of age is presented to the school board or board of education in any school district of the state, asking for the organization of an evening public school, it shall be the duty of such board to establish such evening school to run at least three months during the school year and to continue in session not less than three evenings per week of at least two hours per evening. In case of the failure of the school board or board of education to do so, the state superintendent will direct that such evening school be maintained.

6. *Who May Attend*

All evening public schools shall be open to all resident persons over sixteen years of age who from any cause are unable to attend the day public schools of the district. Attendance at an evening public school, however, will not be accepted as an excuse from anyone of or between the seventh and seventeenth birthdays for failing to attend the day public schools, as required by law.

7. *Inspection, Application and State Aid*

No evening school shall share in any part of the state aid for such schools unless inspected by a representative of the State Department of Education, and until an application for state aid

has been filed and approved. Requests for inspection should be made on or before January first. The applications for state aid must be filed in the office of the State Superintendent of Public Instruction on or before June thirtieth of each year.

Under the present law the sum of $7,000 is available for one year only. This will be apportioned among the schools qualified to receive such aid. One-half of the salary of all teachers teaching in the evening public schools will be paid by the state, provided there are sufficient funds to do so; but in the absence thereof, the sum available will be apportioned pro rata among the schools entitled thereto.

3. **Letter from Miss Minnie J. Nielson, State Superintendent of Public Instruction, October 27, 1919:**

"The very first item on the program of this department is that of Americanization with particular attention to the teaching of English, the reducing of illiteracy and the enforcement of the North Dakota Compulsory School Attendance Law. This program has been adopted by each of the fifty-three county superintendents of North Dakota.

"Americanization is to be made a major theme at the state meeting of the North Dakota Educational Association next month.

"The evening school is emphasized as one of the important agencies in Americanization. I am enclosing a copy of a pamphlet bearing on the organization of such schools in this state. Provision is made for appropriation of $7,000 as state aid to evening schools."

CHAPTER XXXII

Ohio

T. Howard Winters, *Inspector of Teacher Training, Department of Public Instruction,* Columbus. Letter, October 27, 1919.

School Laws Not Available.

1. Citizenship Training in Akron

a. LETTER FROM E. C. VERMILLION, DIRECTOR OF AMERICANIZATION, AKRON, NOVEMBER 7, 1919:

"In this city we have taken the Americanization program as a community problem, believing that that is the most successful way in which results can be accomplished. We have every agency in the city co-operating under the direction of this department. We have an advisory committee for this department of from twenty-five to fifty men of each of the foreign groups and the results obtained by creating in the groups an interest and enthusiasm are very satisfactory, and I am personally much opposed to any law which would make it compulsory for this work. We are operating classes in the foreign churches of the city and some of the foreign schools have been turned over to us for the teaching of the language. The foreign societies of the city are adopting policies that in each of their meetings a part of their program shall be an address in English by an American. The foreign newspapers, of which we have five in the city, are planning to form a foreign editors' association and have asked me to be its chairman, their policy being to devote at least two columns in each issue of their paper to English. With this spirit of co-operation which I believe can be created in every community if properly handled, the seeming need for compulsory education will be eliminated.

"Our schools this fall have been in operation less than two months and we have an enrollment at the present time of approximately 2,000 students, with classes in every industry in the city having twenty or more foreign men, in addition to the foreign churches and classes in boarding-houses and homes. I am sending to you under separate cover detailed information as to our plan and would be glad to furnish you such other information as we may have."

b. ORGANIZATION AND ADMINISTRATION OF THE AKRON AMERICANIZATION SCHOOLS

I. A CITY-WIDE MOVEMENT UNDER THE GENERAL DIRECTION OF THE BOARD OF EDUCATION

The Akron Americanization School System is based on the assumption that the first step in Americanization is the teaching of the English language to all the non-English-speaking population in the community; and that the responsibility for this instructions rests with the Board of Education. The movement is, therefore, city-wide and seeks to give to every foreign-born man and woman in the City of Akron a working knowledge, at least, of the language of America. To accomplish this end, the Board of Education is unanimously and whole-heartedly committed to the movement and pledges itself to *appoint, train, supervise,* and *pay* all teachers in Americanization schools that may be organized in any suitable place and convenient hour under the general direction of the Board of Education and the personal supervision of the assistant superintendent of schools elected especially as director of the Akron Americanization schools.

This plan was adopted and put in operation September 1, 1918. For several years Americanization activities had been carried on in Akron under the direction of various private and public agencies, such as the Y. M. C. A., the International Institute of the Y. W. C. A., the educational committee of the Chamber of Commerce, the public schools, and the bureaus of education in two of the large industries of the city. These efforts had met with not a little success and the achievements in some quarters were very satisfying. There seemed to be, however, a real need for united effort under recognized educational leadership.

II. THE COMMITTEE OF ONE HUNDRED AND SOME OF ITS FUNCTIONS

In order to secure the fullest co-operation possible from the many agencies interested in Americanization work of the city, the president of the Board of Education sent out letters to the officers and heads of every known organization asking them to name three persons, any one of whom would be acceptable as a representative chosen from their organization to membership on the Akron Americanization Committee of One Hundred. From the list of names received, more than 150 persons were elected to membership on the committee. The representative nature of

this committee is obvious when one notes its personnel. Besides the superintendent and assistant superintendent of schools and the Board of Education, there are the mayor; the president of the Municipal University; judges of the courts; representative clergymen of the Catholic, Jewish, and Protestant faiths; officers and leaders of both sexes and all nationalities of the many lodges, clubs, societies, associations and unions of the city; editors of every newspaper, American and foreign; officers and leaders in every industry of the city; a leading doctor, lawyer, dentist, merchant, agent, banker, school principal, teacher, street railway official, librarian and others.

Immediately after the members of the Americanization Committee were selected a banquet was given for them by the Chamber of Commerce. At this banquet a carefully prepared program was carried out designed to make this city-wide Americanization movement clear to the committee and their part in it. Ninety-seven per cent. of all the members were present and they gave their unanimous support to the plan as outlined by the Board of Education. General officers and chairmen of subcommittees on finance, legislation, religious groups, social groups, foreign groups, and industrial groups were named at a later meeting.

This Americanization Committee of One Hundred has several functions.

(1) *General morale* — This is manifested by the unanimous endorsement the members have given to the city-wide Americanization movement under a single head — the Board of Education.

(2) *Active co-operation.*— A willingness to lend a hand at any time and in any place to see that groups of men and women are gathered together to study English under teachers trained, supervised, and paid by the Board of Education.

(3) *Publicity.*— Each member of the committee stands ready to give the Americanization work every bit of publicity possible in the organization of which this committeeman is a representative.

(4) *Fellowship.*— Every member of this committee is supposed to fellowship with the students and teachers in the Americanization classes, to attend the social and community center affairs held in connection with the Americanization schools, to lend a hand in all ways to make the foreign-born man and woman in the community feel at home in this new land of their adoption, to help them to adopt an American standard of living, in a word, to be a Big Brother and Big Sister to them and thereby help to break down the barriers between the old and the new Americans.

III. The Dual Relationship in Americanization Between the Board of Education and the Industries

In its attempt to reach the last non-English-speaking man and woman in Akron the Board of Education did not limit itself to the medium of the public evening school. It felt that the evening school could not possibly reach all of the people who should be studying the English language. Accordingly, efforts were made early in the school year to enlist the active co-operation of the industries. At a joint luncheon of the Board of Education, the Educational Committee of the Chamber of Commerce, and the Executive Committee of the Committee of One Hundred, it was decided to invite representatives from every industry in the city to a luncheon at which time the plan of Americanization co-operation between the Board of Education and the industries would be set forth. At this meeting the representatives from the various industries included leading officials and owners of the plant, superintendents and assistant superintendents of labor, foremen, assistant foremen, inspectors, etc. A special effort was made to have those men present who came directly in contact daily with the non-English-speaking men and women in the factory. The following plan of co-operation was proposed and unanimously approved at this meeting:

section 1

The Board of Education's Part

The Board of Education agrees to *appoint, train, supervise* and *pay* all teachers in Americanization schools that may be established in any industry in Akron under the general direction of the Board of Education.

section 2

The Industry's Part

Every industry where Americanization classes are conducted in co-operation with the Board of Education shall furnish classroom facilities either in the several departments or in some central location in or near the plant, together with whatever classroom equipment may be necessary for the teachers and students to carry on their work satisfactorily; and shall *appoint* and *pay* the salary of some man who shall be the *recognized point* of *contact* between the industry and the Board of Education. This plant director of Americanization must give his entire time or

such portion as is necessary to make the Americanization work in his industry a success. It shall be his duty:

1. To hold from time to time conferences of all foremen and sub-foremen in his industry who have under their jurisdiction non-English-speaking foreigners.

2. To come into as close personal contact as possible with every non-English-speaking foreigner within his industry.

3. To recruit daily new students for the Americanization classes and to inquire into the reasons for all absences therefrom.

4. To maintain a spirit of intimate co-operation between the owners of the plant, the foremen of foreign labor therein and the employees themselves with the Americanization work being carried on in his industry by the Board of Education.

5. To maintain the closest co-operation with the representative of the Board of Education as to ways and means of promoting the Americanization work in his industry and developing a high degree of efficiency in his Americanization school.

IV. The Dual Relationship Between the Board of Education and All Agencies Other than the Industries

The same scheme of partnership in Americanization as it applies to the industries operates between the Board of Education and all other agencies in the city.

The Y. M. C. A., for instance, has some one, either the general secretary or another person named by him, who is the point of contact between the Board of Education and the Americanization work carried on as a part of the Y. M. C. A. program. The agency director of Americanization recruits members of an Americanization class at some suitable time and place and the Board of Education furnishes the teacher. In the same way the International Institute of the Y. W. C. A. through its field workers organizes classes of non-English-speaking women in their homes, boarding-houses or other convenient places in the neighborhood for instruction, the Board of Education in every instance furnishing a trained teacher for the group. Priests and pastors co-operate in like fashion for afternoon or evening classes of men and women in the church parish house, or parochial school building. Officers of lodges, clubs, societies, unions, are asked to appoint an agency director of Americanization in their organization to organize classes from among their members and friends, calling on the Board of Education for the teachers needed.

V. The Scope of Americanization Activities Under the Direction of the Board of Education

The Board of Education does not look upon the study of the English language by the non-English-speaking adults in the city as the only phase of Americanization work. It does believe, however, that if the service it is rendering the foreign-born is to be of real value to them now and through the years to come, and if *Americanization* in its fullest sense is to be realized eventually, then the teaching of the language must come *first* among all the various Americanization activities. The English class in the schoolhouse, factory, home, or elsewhere is the rallying center of the entire Americanization work. Out from this class all other Americanization activities should radiate.

These activities include concerts, lectures, informal discussions on topics of general interest, athletic affairs, social dances and parties. The English class with these many activities furnishes ample opportunity for neighborhood co-operation in all matters such as proper housing, sanitation, health, welfare, public playgrounds, and general civic betterment.

The Board of Education in co-operation with all of the social, religious, industrial and commercial agencies of the city, represented as they are on the Americanization Committee of One Hundred, is seeking to bring about the fullest possible degree of *Americanization* by every educational, industrial, and social activity possible.

c. Methods of Teaching English in the Americanization Schools

I. The Method Defined

The method of teaching English employed in the Akron Americanization schools is the direct conversational method. It has taken the liberty of drawing from all direct methods of teaching language those qualities which have been demonstrated as practicable and expedient in giving the foreign-born a fair working knowledge of the English language in the shortest time possible. In other words, the attempt has been made to create from all the old methods a method which will on the one hand be simple for the teachers to carry out, and on the other hand, of such a nature in regard to the pupils, as to be time-saving, suited directly to their needs and of sufficient interest as to overcome fatigue.

The need of such a method becomes all the more evident when it is recognized that the chief business in the life of the adult immigrant is to earn his living. He has little time and much less inclination after a hard day's work to exert himself for something, the rewards of which are remote and uncertain. His immediate needs are to him of prime importance. The employer, too, is concerned with an immediate need. Therefore, he has little time to give his employees for learning English unless he sees a direct return and interest to his advantage. The procedure and emphasis of all language instruction must, therefore, follow along the lines of these facts.

The first object of our method is to teach the foreign-born to speak English which he can put to immediate use. He needs to know how to communicate with English-speaking people in his work, in buying or marketing, in traveling, and even in his home, if he has children who attend day school. Instruction in this kind of English will be of interest to him because it is of distinct utilitarian value to him. Our basis for selection of conversation material rests entirely upon this point. The second aim in our method is to give the non-English-speaking person a framework of language upon which he can build or develop a greater power of using the language as he progresses in his studies. In other words, the attempt is to teach him correct modes of expression, correct idiomatic usages, and to give him a minimum basic vocabulary. If we can help him to replace his picked-up English expressions, "me no got pencil," "me no like," "me no versteh," "me ketchem job," by "I have no pencil," "I do not like," "I do not understand," "I am going to find work," we teach him expressions which he can use in many different connections and associations. It is through theme development alone that this can be done. Single words are not easily remembered because there are no means of associations. The sentence, on the other hand, contains words which are associated and are consequently easy to remember. Moreover, the sentence gives the correct and complete mode of expression. All language instruction, then, should proceed through carefully developed sentences, organized in a theme. These sentences should be so arranged and chosen as to permit of objective and dramatic illustration. Such a procedure not only insures the reaching of the understanding but also promotes class attention and class activity. The instruction is carried on in such a manner that the pupils see the object,

action or picture. They hear the teacher name the object, action or picture. They associate the oral symbol with the object, action or picture. Thus understanding is reached directly rather than through translation. They imitate the sentence which the teacher has spoken; and finally they read and write that which has been carefully required orally. The learning process of language proceeds as follows: eye training, ear training and vocal training.

II. The Method in Operation

Since the opening of the Americanization schools in Akron, the method of teaching English has been in the making and is still in the process of perfecting itself. To the classes come pupils of many varying degrees of ability in the use of English, from those who can scarcely speak a word to those who have already acquired considerable fluency. In order that each pupil may receive instruction particularly in that phase of the language which supplements the knowledge of English he already possesses, the content of the course has been divided into three grades, each with its aims and definite content covering a minimum amount of time of instruction of not less than 150 hours.

1. *The Beginners' Grade*

The beginners' grade aims to build up a minimum basic vocabulary with which the non-English-speaking person can use the names of the commonest objects and actions in his environment. The largest proportion of time is devoted to oral work. Reading and writing are given secondary attention, but go hand in hand with oral work. No pupil is permitted to attempt either the reading or writing until he has thoroughly mastered the sentences orally. He first hears and speaks, then sees and reads and writes the sentence. The content of the first grade consists of 150 lessons divided into three parts of fifty lessons each and are intended for those who speak very little English or no English at all. The following is a type of the first lessons for beginners:

I go to the window.
I open the window.
I close the window.

I go to the window.
You go to the window.
She goes to the window.
He goes to the window.

We go to the window.
You go to the window.
They go to the window.

The above lesson should be treated objectively and dramatically. The first three sentences contain three sequential acts. The teacher speaks the first sentence. As she does so, she dramatizes, or objectifies each word. She repeats; and the pupils, first in unison and then individually, imitate and repeat after her until they have learned the sentence as perfectly as possible. The other sentences are taught in the same way. If the class is apt and quick, a suitable object word may be substituted for window, as door, box, etc. This will serve not only to increase the vocabulary, but also give correct concepts of the action words, go to, open, and close.

The next two divisions of the lesson aim to teach the personal pronouns. For purposes of repetition and review, the same object and action words are employed. The teacher calls upon one of the pupils. She says, "Go to the window." Then she asks him, "What do you do?" If he cannot answer, she sets up the model of imitation, "I go to the window." The pupil repeats after her. She herself goes to the window and asks the class, "What do I do?" She assists them in answering, "You go to the window." Repetition is continued until everyone in the class has learned to use the second person. To teach the use of "he," have one of the men go to the window. Ask the class, "What does he do?" The class should answer, "He goes to the window." "She" is taught in the same way. If no woman or girl is present in the class, the teacher should have the picture of a woman at whom to point in asking the question. The plurals of the personal pronouns may be objectified in a similar fashion.

It will be observed that the correct grammatical forms of the language were taught without one reference to grammatical terms or technicalities of any kind. To discuss conjugations, declensions and other grammatical nomenclature creates confusion and needless abstractions entirely out of keeping with the Direct Conversational Method. The singulars and plurals of nouns and verbs, the degrees of adjectives and adverbs, and all change of language form can be objectively illustrated in the sentence. No discussions or explanations are necessary.

2. *The Intermediate Grade*

The intermediate grade is intended for those who have completed the beginners' grade, for those who have already acquired a vocabulary of the names of the most common objects and acts,

and for those who have formed wrong habits of pronunciation or learned incorrect modes of expression. Its content is made up of 150 lessons divided into three parts of 50 lessons each. Its aims are to build up the use of a greater vocabulary, and provide means for correcting wrong habit formations of speech. The lessons deal with home, industrial, social, educational and recreational topics. The following is a typical conversational lesson for this grade:

I need a pair of new shoes.
My shoes are worn out.
I go to the shoe store.
The clerk says: "How do you do? What can I do for you?"
"I want a pair of shoes," I reply.
The clerk asks me, "What size do you wear?"
I answer, "I wear size 7½ D. I want working shoes."
The clerk brings me a pair of shoes.
I try them on.
I say, "These shoes do not fit me."
The clerk brings me another pair.
I ask, "How much are these shoes?"
The clerk answers, "They are $8."
I say, "That is too much."
The clerk brings me another pair of shoes.
I try them on.
I ask him, "How much are these shoes?"
He answers, "They are good shoes; they cost only $6."
"I like these shoes. I shall take them."
I pay the clerk $6.
The clerk wraps the shoes in a paper.
I take them home with me.

3. *The Advanced Grade*

The advanced grade is intended for those who have completed the intermediate grade or for those who have secured a more or less fluent power of speech and can read simple news items in the daily paper, and can write a simple letter with some degree of accuracy in spelling. The chief desire of students ready for this grade is to improve their already fluent speech and to gain the power of using the more difficult forms of English expression. At the same time they wish to gain a greater knowledge of American history, civics and community life, institutions, cus-

toms and ideals. The content of this grade is made up of the usual 150 lessons divided into three parts of 50 lessons each. This entire course aims, through the medium of the English language, to develop in the mind and heart of the new American a true admiration and sympathy for his adopted land and a desire to co-operate in the promotion of its interests and general welfare.

d. TRAINING OF TEACHERS AND SUPERVISION OF INSTRUCTION IN THE AMERICANIZATION SCHOOLS

I. THE AIM OF TRAINING AND SUPERVISION OF TEACHERS

To offer courses in English for the foreign-born is the initial step in Americanizing them. But were we to stop short here we should look in vain for the results we had expected to accomplish. We must take still another step to see that the courses offered have first of all a definite content and definite purpose to carry out and second that the teachers are well instructed in the correct principles and methods of teaching that content. The plan is to build up and constantly perfect a comprehensive, unified, and standardized system of Americanization instruction that will produce results.

II. THE PRELIMINARY TRAINING OF TEACHERS

All new teachers who come into the Americanization system usually have had no preparatory training for this specialized form of teaching. Teachers come to us from all walks and positions of life. They are, however, expected to have completed the high school course or its equivalent and are selected or appointed on the basis of personality, strength of character and willingness to learn. Desire for service must be the motivating force, and this becomes manifest in promptness and readiness in discovering and assimilating the best ways and means of reaching the foreign-born.

1. *The Fall Institute*

For the benefit of all teachers, an Americanization institute of four weeks is conducted each fall. Courses in psychology, sociology, European history, European races, principles and methods of teaching English, pedagogy, American and community life, civics and history are offered. These courses are conducted by the University of Akron in collaboration with the Americanization Department of the Board of Education. The instructors

are recruited chiefly from the ranks of the University of Akron faculty and from the staff of the Americanization Department. Men and women of understanding in other positions which come into contact with Americanization problems also assist by giving additional lectures on special subjects. Every teacher is expected to take several of these courses or have equivalent training in Americanization.

2. *Weekly Training Meetings*

Throughout the year weekly training meetings are held for applicants and new teachers. Demonstrations and instruction in methodology are given by the supervisor of instruction. Before undertaking to teach a class, the new teacher is sent out to observe older teachers whose work has proved successful. Care is taken that the new teacher sees the very best methods of instruction in order that she may have correct models for imitation. Opportunity is given for observing methods of procedure in each grade. When she has completed the observation visits, she is ready to take charge of her own class. Very often the supervisor or the principal of instruction teaches the first lesson while the new teacher observes and acquires a more intimate knowledge of the working tools of her class. Afterward the new teacher is thrown largely on her own resources. Upon her intelligence, judgment, and ability in grasping and working out the newly acquired ideas of Americanization instruction, will depend her success or failure in holding the class. If she shows confidence in herself, directness of approach, and a sympathetic attitude toward her students, she will hold them despite the little mistakes she may make in her first experimental efforts. The students will come to her again if they have seen her as a friend who can with vigor and enthusiasm help them to acquire a working knowledge of the English language. If the new teacher does not have these qualifications, she eliminates herself, as she soon finds that no student is willing to come to her class.

3. *Monthly General Teachers' Meetings*

Instructing the teacher does not, however, cease upon her entrance into the field of instructing the foreign-born. Teachers' meetings are conducted each month when subjects of a more or less general nature are discussed. These meetings are in charge of the Director of Americanization Schools and are held in a central place convenient to all.

III. SUPERVISING OF TEACHERS

1. *The Biweekly Conferences*

Americanization instruction is, however, based on certain technical principles which no teacher can possibly assimilate in a few meetings or even in a short course on Americanization. It is, therefore, necessary to hold frequent meetings which deal with specific methods of teaching English to immigrants. These are in charge of the General Supervisor of Instruction and are held regularly every two weeks. Since most of the classes for the foreign-born are conducted in factories, teachers' conferences are held in the industries as well as in the public school. The supervisory territory is divided into so-called factory school centers. To illustrate: The teachers of the Philadelphia Rubber Company and the Goodrich Rubber Company meet at the Goodrich factory school center. The teachers of the American Hard Rubber, the Kelly-Springfield and the Goodyear meet at the Goodyear factory school center. Those teaching at the Miller Rubber, the Firestone, and the Colonial Sales companies meet at the Firestone school center. All other teachers not in factories, but in the homes or public school buildings, meet every two weeks on Friday evenings at the school headquarters. In this way every teacher in the system is reached regularly in conference at a place and time most convenient to the majority. The supervisor of instruction is thus able to get into direct contact with each teacher in order not only to give her a thoroughgoing course on methods, but also to assist her in solving many of the classroom problems which have arisen during the preceding two weeks of her teaching. Questions on instruction of illiterates, uneven class grading, irregular attendance, and difficulties arising from the change of shifts in the factories are given attention and suggestions offered for working out such problems.

2. *"Sitting in" on Classroom Instruction*

The time schedule of the supervisor is so arranged that she can pay each teacher a classroom visit at least every two weeks. This is called "sitting in on instruction." Every factory school center of sufficient size has a principal of instruction who "sits in" at more frequent intervals and reports to the general supervisor regarding the work of each teacher. The purposes of the "sitting in" are (1) to determine how far the teacher carries

out instructions on methods she has received at conferences, (2) to discover her good qualities in order that she may be told of them and be enabled to capitalize on them, (3) to determine her weak points in order that she may find ways of strengthening them, (4) to estimate the grading of the classes and assist the teachers in placing students in proper grades, and (5) to find out how well balanced the teacher's program is. All points of criticism of the teaching as observed by the supervisor and principals of instruction, that are of general interest to the teachers, are discussed and considered at the conferences. Thus the teachers have constant opportunity for correcting, adjusting, readjusting and improving themselves and their work in every way possible.

IV. Clinching a Few Basic Principles of Teaching

It is interesting and important to know exactly along what lines the general supervisor of instruction shapes the courses given at the conferences. When one considers the brief hour of the conference period it seems expedient to give only that which pertains to pure method alone in order that the teacher may have something to put into immediate practice. But unless method of any kind is backed up by sound pedagogical principles, the teacher will never be able to carry the method very far. This is as true of Americanization teaching as of the day school.

The aim, therefore, in training teachers is to give them some knowledge of these principles that they may be in a position to use intelligently the specific method which is ultimately necessary. First of all, the teacher should have some knowledge of the principle of economy of time in selecting a content in making out her daily program and the balancing of the parts of the program. Second, of what use to the student is this content? To give any instruction that is not of distinct utilitarian value is a waste of time. No program can be said to measure up to this demand unless these questions can be properly answered: (1) How many of the students can use the kind of English which is taught? (2) How many times can they use such English? (3) When can they use such English — now or at some future time? The answer to these questions should be: (1) *All* the students can make use of the kind of English taught. (2) They can make use of it *all* the time. (3) They can make use of it *immediately*. No program is justifiable which cannot give such answers to the foregoing questions. In other words, teach the pupils to speak, read and write in every-day life. Test out every

part of the program by asking: Of what direct value is this to the student? Can he use this in his work, in shopping, in marketing, or in his social life? If so, what should be the particular manner of approach?

If the question of the principles underlying the selection of content is settled, there at once arises another serious question. Upon what principle shall all method used in teaching language rest? Any method employed must be *direct*. We must avoid the double association arising from translation by associating directly the word and the object, the word and the action, and give conceptions of all abstract words by arrangement of them in their proper context. All first lessons should contain sentences that can be dramatized and demonstrated objectively. These must be impressed thoroughly upon the memory by repetition drill and frequent review.

In the beginners' grade the teacher must get the whole class to answer in concert as well as individually. The response in the early stages should be a literal imitation of the teacher's answers to her own questions. She must act out the lesson and let the students repeat and act out also. Every good teacher is a good actor. She should not be afraid of *exaggerating* the actions because such procedure vivifies and impresses the memory much more deeply. Let her remember that the conversation in the early stages is of a formal character. The students must respond in the exact words of the teacher. As the use of their English vocabulary increases the students will attempt to express themselves more and more in their own way. Continue the exact formal work but also give room in your program for informal conversation in which the students are free to talk about themselves, their work, their home and family and their native land.

In teaching the advanced students, remember that they come to class to gain a greater knowledge of America, and a more perfect use of the language. The teacher first of all should have a sound knowledge of American history, government, institutions and social life. Know that which you would teach. Then know, as exactly as possible, the extent of the students' knowledge with the view of building upon and adding to it. In other words, teach the new in preference to the old.

With the general principles of selecting content and the principles upon which methods of teaching are chosen, there arises the question of results: Now to get results, what kind of results

to get, and how to measure results when once they are obtained. The learner acquires knowledge of the language and the ability to use it by actually *using* it. Therefore make the class do the work. The teacher should be the guide and the model to imitate. She should avoid doing too much talking. Talk only when talk results in responses from the class. In every case get complete responses. Make the work interesting by having pictures, illustrations and concrete material upon which to base objective and dramatic work. Present the lesson systematically. Keep the student immensely busy by following the carefully organized steps of the program. Avoid "beating the air" by dwelling on non-essentials or on subjects extraneous to the lesson. Success in teaching any particular lesson is measured by the kinds of responses the students give and by the number in the class who have given them correctly. No lesson should be passed by until the response has been approximately what may be called a "100 per cent. response." Not only should the teacher thus measure each lesson but she should be able to say at the end of her entire term's work that she has taken her students through a course of study which they have actually acquired and are putting to use. She should be able to produce objective evidence of this fact.

Putting into daily practice some of these principles of teaching may make a most successful teacher. But there are other important factors equally worth while. Every really successful teacher of the foreign-born sees her students as human beings, with likes and dislikes, fortunes and misfortunes, struggling like herself for existence and having the same desire for improvement despite all obstacles. Every really successful teacher sees the human interest side of the foreign-born. She knows and understands how tired they are, coming to her for instruction after a day of hard labor. She can sympathize with them and make them feel perfectly at ease. She does not make the instruction unnecessarily difficult or embarrass them by harping too long on a mispronunciation which they cannot possibly overcome. All in all, she knows how to teach that which is most necessary in a most likable, human way. Through her study of their old world background and her frequent references to the native land of her students, she creates a bond of sympathy and understanding between teacher and students that is unbreakable.

e. HOW OUR AMERICANIZATION PROGRAM REACHES THE FOREIGN-BORN WOMAN AND HER HOME

Up to February 1, 1919, all the home work in Americanization had been done by the International Institute, the workers of the City Missionary Union, and one or two missionaries representing a national board or special mission.

On February 1st a co-operative arrangement was made between the State University Extension Department and the Board of Education whereby the city home demonstration agent began the development of home work along home economic lines in the Miller school district.

Much splendid and valuable work had already been done in the district by an American missionary in the Roumanian Baptist Church and some work by the International Institute. The first work undertaken was an experiment in teaching child-feeding in connection with the teaching of the English language. Since it seemed that a ready-made group offered the best opportunity for trying out an experimental series of lessons, a group of women from the Roumanian Church was invited to join a class in which they would study food for children as well as learn to speak English.

Each lesson was a demonstration in which the teacher actually prepared some one or two articles of food suitable for the diet of small children who had been weaned but were not yet ready for adult food. Each demonstration was very simple. The processes were divided in such a way that a simple sentence described each act that the teacher performed. As the teacher worked she dramatized each act in English several times, speaking slowly and distinctly. Then the group repeated in English and finally individuals repeated until all the class had spoken all the sentences describing the processes.

When the preparation was completed and the food was cooking, typewritten copies of the sentences used were distributed for a reading lesson and drill was given in writing and pronunciation. When the lesson was completed the food was "sampled" and discussed.

The teacher kept on hand pencil sketches of two babies from the children's hospital, one a well baby properly fed and the other a sick baby which had not been properly fed. With the aid of these sketches the lesson of the effect of proper diet was emphasized.

The series contained many or few lessons as the interest of the group seemed to demand. The material for the lesson on cocoa is given here because the practice of giving beer and coffee to little children seems to be quite general in many localities, while cocoa is used very little.

Model Lesson:

I take one teaspoon of cocoa.
I put the cocoa in the pan.
I take one teaspoon of sugar.
I put the sugar in the pan.
I mix cocoa and sugar.
I take one-fourth cup of water.
I put the water in the pan.
I mix cocoa, sugar and water.
I boil cocoa, sugar and water.
I take one cup of milk.
I put the milk in the pan.
I scald the milk.
I mix the milk and cocoa.

Before the demonstration proper begins much drill on the names of materials and utensils used is given so that these names are understood whenever they are used. Similar drill on action words is also given if found necessary. Frequently the demonstration makes these words self-explanatory.

The lesson may be given in the third person by using "the teacher" instead of "I." The second person is illustrated by the teacher asking one of the class to demonstrate some step or steps and the pupil repeats in first person as she demonstrates. This also increases the interest of the class.

When this group had been given thirteen lessons of this kind they asked for more "reading and writing," so the class developed into an English study group. They had been meeting in the home of the missionary worker, and as the quarters were too small to accommodate the numbers that sometimes assembled, permission to use the dwelling-house, situated on the school lot, for experimental work in home problems was granted by the Board of Education.

It was felt that the best conditions for developing class work in home problems would be the actual working out of all the processes of home making in an old house which needed

"rejuvenating." Such a house offers an opportunity for girls' classes to learn many processes in home making not ordinarily possible in the school laboratory. It also offers an opportunity for women's classes to learn many things about the home which perhaps could not be taught in their own homes without giving offense.

So far all the work in this "model" house has been done by the girls' groups meeting after school. The instruction has been entirely in "rejuvenating" processes: house-cleaning, interior painting, finishing floors and cleaning wall paper. It was intended that the actual work in these lines should be done by the girls, giving the mothers an opportunity to observe and learn any facts in connection with the work which might be of interest to them. Up to the present time the house has not been equipped to accommodate the women's classes. These have continued to meet in homes.

When the rejuvenating processes are completed by the girls, the house is to be so equipped that there will be a room for English classes and a kitchen in which girls' classes will be given instruction in the planning and preparation of meals on the basis of food value and comparative cost and which will also serve as a place for canning and other food demonstrations of interest to mothers. There will also be one large room furnished as a living-room and so equipped that it can be used in turn for a party, a sewing laboratory, a demonstration in home care of the sick, or for serving a meal. Materials and equipment used thus far have been supplied by the Board of Education, Missionary Union, and Home and School League.

No discussion of home work could be complete without mentioning the matter of home visiting. We believe that the home visits are the backbone of all work with women and the mainstay of group activities. While the home visitor or recruiting agent need not necessarily be the group teacher, yet it is great advantage if the teacher can keep in touch with the class by visiting the students in their homes. The first business of the home visitor is to become acquainted with the woman and the home. She will become a relief agent if necessary, that is, she will bring the nurse, the doctor, the charity visitor or other social worker if such a help is needed. She may be visiting to invite her hostess to a party, but whatever the immediate object of her visit she must keep constantly in mind that her ultimate purpose is

to become a helpful friend. She will try to interest her hostess in joining any groups or classes formed to aid her in becoming a better American citizen and a better home-maker. All experience with home work indicates that the best results are obtained by limiting one's activities to a small section or district of the city at a time.

There should be a recruiting agent in charge of each district. She may be a missionary worker or a home teacher, or a home and school league representative or any other interested person who can be depended upon to stand by the job. She need not necessarily do all of the home visiting herself but she should know how, when, where, and by whom it is done. There should be a suitable place for holding classes in English and subjects relating to home problems and health. There should be the best possible corps of instructors available for teaching these classes.

A Day's Schedule

The home worker, if she is visitor and teacher as well, will probably wish to spend her mornings in preparing material for lessons or demonstrations and in making home visits. She will want to call on numbers of her classes to remind them of the class hour and to keep in touch with their home life. She will, of course, visit any who are sick. She may not be able to do more than give sympathy or helpful advice, but if she returns the next day with some article of food daintily prepared she will have an opportunity to talk over with the mother the whole matter of diet and preparation of food for sick people.

In the next home she perhaps will find that the twins are ill and in the course of the mother's anxious conversation learns that the milk is sour but the twin don't mind, she says, because they like sauerkraut. The visitor persuades the mother that sour milk will make the babies sick even if they do like it and she tells the mother about the importance of using an ice-box or refrigerator during the warm weather.

Perhaps next door the mother is puzzling over a piece of material that she wants to make into a dress for Mary or herself. The teacher will very likely be asked how it should be made and perhaps asked to help cut it out.

She will want to make some calls at new homes. In this case she will probably need an interpreter.

At the first stop she finds a tubercular mother with a baby in her arms. She hastens to the nearest phone to call the health department to have a nurse visit the home.

In the afternoon there will be one or more classes, either a girls' or a women's class in the "house laboratory," or a home class.

There may also be a class in the evening for mothers who work in the factory all day.

Such a program as the above illustrates fairly well the many and various duties of the home worker. No two days will be exactly alike, but each will be filled with interesting experiences alive with opportunities for service. The home teacher and visitor is a vital factor in the whole scheme of Americanizing a city.

2. Citizenship Training in Cincinnati

Letter from FRANK P. GOODWIN, *Director, Cincinnati Public Schools,* Cincinnati, November 14, 1919:

"In June, 1918, we had a Community Center Institute for the training of teachers and social workers in Americanization work. Through the influence of other activities of the Americanization Executive Committee, the community has become very much alive to the question of Americanization.

"For a number of years we have been conducting classes in Americanization, but the difficulty here, as I believe it is everywhere else, is to get the immigrants who need English most to come to the school. My opinion is that as much money as necessary should be spent for trained workers who will do field service and make the necessary contact between the home and the school, and the shop and the school, so as to bring these immigrants in.

"We have some shop classes, but they have not been very extensively developed. Our opinion in Cincinnati is that under no circumstances should adults be compelled to learn English. On the other hand we believe that every means of legitimate persuasion should be used. A state law however compels persons under eighteen years of age who have not the equivalent of a sixth grade education to attend school. We do not believe that you can Americanize a man through compulsion. These foreigners who come to us come from an environment where the personality of the individual is suppressed and that attitude on the part of authorities in

America, it seems to me, will result in exactly the opposite object for which we are striving.

"The United States Bureau of Education as you perhaps know is publishing considerable material in regard to this, as well as your own state. I know of no persons anywhere in this country who have a broader viewpoint or who have a better understanding of this subject than the school authorities in the State of New York or New York City."

3. Citizenship Training in Cleveland

a. LETTER FROM GEORGE E. CARROTHERS, ASSISTANT SUPERINTENDENT, BOARD OF EDUCATION, DIVISION OF EDUCATIONAL EXTENSION, CLEVELAND, NOVEMBER 11, 1919:

"I have your letter of November 4th, inquiring about our program of education and Americanization for adult illiterate foreigners. Our work is planned along three different though somewhat related lines. First, the community center activities carried on afternoons and evenings in school buildings, libraries, settlement houses and other places throughout the city. This work is in the direct charge of a full time supervisor of community centers, and consists of work with mother's clubs, parent-teacher associations, group and community singing, evening classes in cooking and sewing for office and shop girls, gymnasium classes of various sorts, social dancing, etc. This activity touches several thousand people each week bringing them into close relationships with each other thereby promoting acquaintance and understanding within the group.

"Second, we have about 6,000 students mostly adults enrolled in night high schools. These men and women are not illiterate nor are they non-English speaking, but they are quite largely of foreign parentage. So we feel that this is one definite line of Americanization work.

"Third, we have several thousand students enrolled in elementary Americanization schools in libraries, factories, school buildings, etc. of afternoons and evenings. These are all adult men and women from foreign countries very few of whom speak English when they enter these elementary schools. Some of them have an education in their own language but for the most part they are illiterate. This

department is authorized by the Board of Education to conduct these classes in any place and any time that a sufficiently large number of men and women get together and want a class. We select, train, pay and supervise all these teachers. In addition to this work in elementary classes carried on by the Board of Education there are a number of citizenship classes in which instruction is given to men and women who are desirous of taking out their second papers. All of the above activities combined touch only a small fraction of the men and women who ought to be reached. I say this because we sometimes get to looking at the several thousand people we do reach, and forget the thousands of others whom we have not yet reached.

"In regard to the matter of compulsory education for adult foreigners, permit me to say that I am heartily in favor of it for all foreigners who enter our country from this time on. But, in regard to those who are here it would be an impossibility to teach some of the older ones, and I do not see where funds could be secured if such a program were contemplated. What we ought to have right now in Cleveland is sufficient funds for establishing schools for all those who want elementary education and for stimulating others to desire education. In that way we could reach a good many times as many as we are now reaching. This would help somewhat and it would be done without compulsion. I am just a little afraid that if we try to compel men and women to take up a new language it will cause them to hold on to their own language even more tenaciously than ever. If the compulsory idea is explained to them before they leave their homes for this country I believe the effect would be different."

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b. A REPORT BY THE COMMITTEE ON EDUCATION OF THE CLEVELAND CHAMBER OF COMMERCE

Approved by the Board of Directors October 29, 1918.

To the Board of Directors of The Cleveland Chamber of Commerce:

GENTLEMEN.— The first report on organized Americanization work in Cleveland made December 12, 1916, by your committee on education offered certain definite recommendations as to methods to be adopted in prosecuting the work.

In accordance with your request that we review for the benefit of the members of the Chamber the progress of the work and the extent to which the recommendations made in 1916 have been followed, we submit the following report.

Although much valuable service had been rendered, during the course of many years, by various organizations and individuals, looking toward the establishment of closer contacts between native-born and foreign-born Americans, it was not until 1916 that definite measures were taken to combine these efforts and to formulate plans for the organization of the Americanization work in Cleveland on a scale commensurate with the size of the problem. It was after studying the situation existing in Cleveland and the plans that had been made in various cities of the country which, like Cleveland, had become aroused by the war to the importance of starting at once to correct conditions that had been allowed to grow up during years of neglect, that your committee on education submitted its first report in 1916.

Within a few days after the declaration of war by the United States against Germany on April 6, 1917, Mayor Harry L. Davis appointed the Mayor' Advisory War Board, which created a committee designated as the "Committee on Teaching English to Foreigners." Shortly thereafter the chairman of your committee on education became chairman of that committee also, and, recognizing that its purpose ought to be broader than the mere teaching of English, asked that the title be changed to "The Cleveland Americanization Committee" (of the Mayor's Advisory War Board). That committee has sought to affiliate the most important agencies that touch the foreign-born and to work out methods for establishing a better understanding between them and the native-born Americans. The semi-annual and annual reports of the Cleveland Americanization Committee, which are obtainable at 226 City Hall, review the work of that committee in greater detail than is necessary for this report. Our purpose is to examine our recommendations of December, 1916, in the light of the experience of the nearly two years that have elapsed in order to determine what principles have been worked out as safe guides for future action.

There can be little doubt that from this war our country will derive lasting benefits that will shape our national life in the future in a way that could not have been foreseen a few years ago. Not only have there been astonishing changes in our position in world

politics, but equally surprising and important changes have taken place in the internal life of our country. The war has already done for us the following:

1. It has caused us to re-examine the fundamental principles upon which our government rests and to prize our American citizenship as never before. There has come to us the full meaning of the statement in the Declaration of Independence — "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these Rights, Governments are instituted among Men deriving their just powers from the consent of the governed."

2. It has produced evidence of the most striking character as to the need of taking up at once as one of the most pressing of our national problems the breaking down of the barriers that have heretofore existed between many so-called "National Groups," so that the danger that the United States may become a conglomerate of peoples from every land rather than a unified nation may forever be removed.

3. It has produced evidence equally convincing that however stupendous the problem of Americanization may appear, it can be solved.

Although it had been known that great changes must have been wrought in the life of the nation by the stream of immigration which during the period of twenty-five years or more prior to 1914 had mounted, until, in spite of the outbreak of the war, at the end of the first seven months the number of immigrants in 1914 reached the total of 1,218,480, yet it was not until the draft gave an opportunity to secure a cross-section of our population that we came to realize what had really happened.

To quote from the admirable address delivered by Hon. Franklin K. Lane, Secretary of the Interior, on April 3, 1918, on "Americanization as a War Measure."

> "Now there are several things which we have come upon recently which seem to those of us who have not been wise to be discoveries. The first is that we have a great body of our own people, five and a half millions, who cannot read or write the language of this country. That language is English. And these are not all of foreign birth. A million and a half are native-born. The second is that we are drafting into our army men who cannot understand the orders that are given

them to read. The third is that our man power is deficient because our education is deficient. The fourth is that we ourselves have failed to see America through the eyes of those who have come to us. We have failed to realize why it was that they came here and what they sought. We have failed to understand their definition of liberty."

and again from a letter from Secretary Lane to the President and to Senator Hoke Smith and Representative William J. Sears:

"There are now nearly 700,000 men of draft age in the United States who are, I presume, registered, who cannot read or write in English or in any other language.

"Over 4,600,000 of the illiterates in the country were twenty years of age or more. This figure equals the total population of the states of California, Oregon, Washington, Montana, Idaho, Wyoming, Colorado, Utah, Nevada, Arizona, New Mexico and Delaware.

"It has been estimated by one of those concerned with this problem that if these five millions and a half illiterate persons were stretched in a double line of march at intervals of three feet and were to march past the White House at the rate of twenty-five miles a day, it would require more than two months for them to pass.

"I beg you to consider the economic loss arising out of this condition. If the productive labor value of an illiterate is less by only fifty cents a day than that of an educated man or woman, the country is losing $825,000,000 a year through illiteracy. This estimate is no doubt under rather than over the real loss. The federal government and the states spend millions of dollars in trying to give information to the people in rural districts about farming and home-making. Yet 3,700,000, or 10 per cent. of our country folk cannot read or write a word. They cannot read a bulletin on agriculture, a farm paper, a food-pledge card, a Liberty Loan appeal, a newspaper, the Constitution of the United States, or their Bibles, nor can they keep personal or business accounts. An uninformed democracy is not a democracy. A people who cannot have means of access to the mediums of public opinion and to the messages of the President and the acts of Congress can hardly be expected to understand the full meaning of his war, to which they all must contribute in life or property or labor.

"It would seem to be almost axiomatic that an illiterate man cannot make a good soldier in modern warfare. Until last April the regular army would not enlist illiterates, yet in the first draft between 30,000 and 40,000 illiterates were brought into the army, and approximately as many near illiterates.

"They cannot sign their names.

"They cannot read their orders posted daily to bulletin boards in camp.

"They cannot read their manual of arms.

"They cannot read their letters or write home.

"They cannot understand the signals or follow the Signal Corps in time of battle."

In order to determine the extent of the problem presented in the various army camps by the foreign-born unable to speak English, the Cleveland Americanization Committee wrote to the Y. M. C. A. educational secretaries. The following summary needs no comment:

Name of Camp	Location	Number of Non-English Speaking Men
Devens,	Ayer, Massachusetts	2,000
Greene,	Charlotte, North Carolina	3,500
Gordon,	Atlanta, Georgia	3,000
Kearney,	Linda Vista, California	3,500
Meade,	Annapolis Junction, Maryland	1,000
Sherman,	Chillicothe, Ohio	3,000
Sheridan,	Montgomery, Alabama	1,600
Upton,	Yaphank, Long Island	5,000

Those who have been familiar with the operation of the draft law in Cleveland, especially those who have aided registrants in the filling out of questionnaires, will recognize the truth of the following statements made in the valuable booklet entitled "The School and the Immigrant," edited by Prof. Herbert A. Miller, of Oberlin, and issued by the Survey Committee of the Cleveland Foundation in 1916:

"Cleveland's foreign population is becoming increasingly foreign from the standpoint of ability to read, write, speak and understand the English language. In 1900 less than one-fifth of the foreigners in the city ten years old and over were

unable to speak English; in 1910 the proportion of non-English-speaking foreigners had risen to nearly one-third of the total. . . . In proportion to its total foreign population there are over one and one-fourth as many unable to speak English as in Chicago, nearly one and two-fifths as many as in New York, and approximately three times as many as in Boston. . . .

"There are at the present time between 60,000 and 65,000 men in Cleveland who are not citizens of the United States. Of every 100 men of voting age in 1910, approximately 30 possessed no political rights or interests in this country and owed no allegiance to the government of the United States.

"In recent years there has been a marked change for the worse in this respect throughout the entire country, but in few of the larger cities has the downward trend been more pronounced than in Cleveland. Of the ten American cities having the largest foreign population in 1910, only two, Philadelphia and Pittsburgh, showed a higher proportion of foreign men who had taken no steps to obtain American citizenship."

Not only has the war brought to light many new facts, or re-emphasized the importance of facts previously known, as to the complex character of the population of our country and our city, but it has raised the Americanization movement from being one that even two years ago was regarded by many as merely one of social uplift, which, however worthy its object, could be put aside until the indefinite future, until it is now recognized that the welding together of the many peoples within our borders into one strong nation is of paramount importance in the winning of the war and in preparing for the work of reconstruction and readjustment that must follow the war.

We are realizing that the way in which we treat our foreign-born in America affects not only our own national life but the lot of millions of persons in foreign lands who are bound to us by ties of kinship and who more and more are looking to our country for guidance. Mr. George Creel, Chairman of the Committee on Public Information, has said:

"One of the forces which betrayed Russia was the thousands of Russians who went back from the Ghetto to tell them that Americanism was a lie; that there was no such thing as democracy, no such thing as equality, no such thing as hope."

There can be no doubt that what is being done in Cleveland and in all other American cities having a large foreign-born population to spread a knowledge of the fundamental principles upon which our national life rests will have a tremendous influence upon the future history of every country in the world.

It has been very noticeable that the Americanization appeals that have impressed employers of late have been those that have as their basis patriotism rather than simply those of economic advantage such as in the reduction of labor turnover, increasing of individual efficiency, reduction of accidents, abolition of interpreters, and elimination of misunderstandings.

The surprising conditions which have been found to exist in this country have resulted from a nation-wide neglect of the problem of the immigrant, a neglect for which all of us Americans must share the blame but chiefly those of us who happened to be native-born and therefore in a position to make the laws and determine the policies of the country. When we realize that for more than twenty-five years no means were provided to get the hundreds of thousands of immigrants arriving at our shore each year to the places where they were needed, we can not wonder that thousands who would willingly have gone to other parts of the country to continue their lives as farmers, became herded into cities along the Atlantic Coast. When we realize that during this period no concerted effort was made to induce the immigrants, most of whom during the latter part of this period came from southern and southeastern Europe, to learn English or to regard the United States as their home, we should not be surprised that many of the foreign-born have preferred to live in groups having few contacts with other groups and sometimes under conditions and according to standards that are quite un-American. And when we realize that American citizenship has been so little prized that in seven states of the Union, and until recently in nine, it was possible for immigrants who had merely taken out their first papers and were therefore still subjects of other nations, to vote, and when we further study the way in which naturalization matters have been handled in this country, we can well understand how millions of the foreign-born have not become impressed with the importance of becoming American citizens.

It is indeed fortunate for our country that the war has called attention to existing conditions and made it possible to plan for the improving of these conditions so as to avoid in the future the

mistakes that have been made in the past. It is also fortunate for the United States that the foreign-born have proven themselves so splendidly loyal not alone because of the military effect in the present war, but also because it means that they can be counted upon to join with the native-born in making our common country a better land for all of us. The opportunities that the war has given to the foreign-born and which they have seized so wonderfully, to show what a tremendous asset they are to this country, have already broken down many of the strongest barriers that the neglect and indifference of years had erected between old and new Americans. There has been a mutual recognition that the fundamental ideals for which all stand are the same, that they are the principles upon which our government and our liberties rest, and that they afford a basis for a common understanding which can be used to sweep away all remaining barriers which have largely owed their existence to lack of a common tongue and to need of better education, and will make it possible to weave into our common national life the contributions that every one of the many peoples in our country is able to make.

Methods of Americanization

In order to correct the mistakes of the past and avoid like ones in the future, it is necessary that immigrants should be dealt with according to some definite plan in which the nation, the state and each community can co-operate. This plan should be comprehensive enough to give to every non-English speaking or non-naturalized resident an opportunity to learn to read, write and speak English, to learn about the history and ideals of the United States, and ultimately to become a citizen qualified to fulfill his duties as such.

It has been stated that heretofore matters directly affecting immigrants have been handled by eighteen different bureaus or officers in Washington. Whatever the number it is certain that the lack of any national policy has been due largely to this distribution of authority, which occurred through historical growth rather than design. There is every indication that this condition will be changed and if the bill now before Congress for having the Federal Government co-operate with the various states in formulating plans and bearing the expense of Americanization work is passed an important step forward will have been taken.

Ohio also is getting in line. A conference at Columbus of representatives from various cities was called by Governor Cox in May, 1918, and as one result thereof Prof. Raymond Moley, of Western Reserve University, who has also been Director of Citizenship in the Cleveland public schools, has been appointed Director of Americanization by the Ohio Board of the Council of Defense.

It is to be hoped that national and state plans for Americanization can be speedily developed, for many of the things that need to be done can be handled better thus than by any particular community. Among these the following are suggested:

1. There should be printed in various languages, preferably with an English translation also, and placed in the hands of the foreign-born, books descriptive of the United States, telling about its history, its great men, its ideals (as revealed by its entire past history, including its conduct during the present war), and the advantages of making their permanent home here. Up to the present time we have been proceeding upon the theory that the immigrant should first learn English and then read in English about America. This is a slow process, especially since frequently he does not feel any desire to learn English. A wiser plan, as suggested by many of the foreign-born who are now good American citizens, appears to be to make use of the immigrant's own tongue to tell him about this country and to give him the motive for wanting to learn English and to become a citizen. Similar material should be published in the various foreign language newspapers.

2. Native-born Americans should be urged to acquaint themselves with the history and traditions of the lands from which the new Americans have come, for the general ignorance of most native-born and even college-bred Americans, as to many European countries, has been appalling. It is interesting to note that in various parts of the country the "Four-Minute Men" have been speaking about the history and aims of the Czecho-Slovaks, the Jugo-Slavs, the Poles and the Roumanians, and that in many schools, including those of Cleveland, serious attention is to be paid to the study of the history of, and conditions in, modern Europe. Those who have read the pamphlet entitled "The Slovaks of Cleveland," written by Mrs. Elenor E. Ledbetter, and issued by the Cleveland Americanization Committee as the first of a series which it is hoped to publish, will appreciate what an extremely

interesting study our new Americans make. Such a study is certain to increase our respect for the valuable contributions that they have already made and stand ready to make to our American life. We will quickly come to appreciate why they do not like to be characterized as "foreigners." In the words of Secretary Lane, "Never forget that the man who is not born here may have within his soul the very essence of Americanism, and may have had it long before he ever saw New York harbor or the Golden Gate."

If it were possible to banish from use everywhere, as has been done in the army, the nicknames frequently given to the foreign-born, this would do much to secure for them more considerate treatment than has always been shown them. Again if the children of the foreign-born, who so quickly become Americanized, realize that their fathers and mothers, even though unable to speak English, are respected by native-born Americans, they too will respect them and much unhappiness that exists today will be avoided in those homes where the second generation regard their parents as "foreigners."

3. The foreign language newspaper situation should be carefully studied. Those who have not familiarized themselves sufficiently with the problem and who fail to recognize that Americanization is largely a matter of education and therefore necessarily a slow process, are likely to feel that the foreign language press should immediately be abolished. They argue that if this were done everyone would at once learn English. This result is by no means certain. On the contrary, measures of too repressive a character might well defeat themselves, just as has proven the case in Alsace-Lorraine, Austria-Hungary and Poland, and serve to perpetuate the foreign languages, and in any event the immediate result would almost certainly be to create a body of several million persons who would be almost wholly uninformed as to what was going on in the world and likely to be affected by all sorts of unfounded rumors.

For the present, at least, it seems wisest to make use of the foreign language press for the spreading of Americanization ideas. Speaking for Cleveland, the editors of most of the foreign language papers have shown a desire to help. There is a large field here for the publication in foreign languages and in English of articles about America and our aims in the war. Some advertisers in the foreign language papers have adopted the policy of having their advertisements published in English as well as in the foreign tongue, using parallel columns, so that the reader may get a lesson in English from the reading of his newspaper.

4. At the next session of the Ohio Legislature those sections of the statute which require the publication of a certain legal notices in German or other foreign language newspapers should be repealed. These are sections 6252, 6253, 4228, 11683, 5704, as amended in 107 Ohio Laws, page 735.

5. At the next session of the Ohio Legislature a law should be passed in accordance with the resolution adopted at Secretary Lane's Americanization Conference held at Washington on April 3, 1918, which recommended "That in all schools where elementary subjects are taught they should be taught in the English language only."

6. Procedure governing naturalization should be reformed so that the preparation received will teach the newcomer his rights and duties as a citizen and not be, as too frequently in the past, a mere test of ability to memorize certain facts, many of which were unimportant, and be further reformed so that in arranging hours for examination more consideration be given to the convenience of those wishing to become citizens. These suggestions have already been put into effect in Cleveland with very gratifying results. Prof. Moley's "Lessons on American Citizenship." prepared in 1918 at the request of the Division of Educational Extension of the Board of Education, has proven an excellent citizenship manual, and, thanks to the co-operation of the naturalization examiner, it has been possible to avert the loss of much time by holding examinations in the evening at the various classrooms. In a single year the public school authorities have done a great deal to improve the situation.

7. In the near future it might be practicable to propose legislation, both federal and state, which will on the one hand require furnishing of educational facilities to those beyond present school age, and on the other require the attendance by those who need to be helped, either because of their general illiteracy or merely because of their inability to speak, read and write English. Such legislation ought not to be of too drastic or sweeping a character, but should make due allowance for age and family responsibilities, especially in the case of women.

There are some persons advanced in years who can never learn English, but the number is comparatively small. Among the graduates of some classes in Cleveland last year were representatives of three generations from the same families. In most cases the time required is surprisingly short, largely because the foreign-born are

generally good linguists. Where men are taught English by trained teachers using the so-called direct or dramatic method as has been done in the schools of Cleveland during the past year and at the army camps, and where the lessons deal with subjects immediately connected with their daily experiences, it has been found that within three months a good working knowledge can be acquired through attendance at classes three or four hours a week.

When one of the great barriers to a common understanding can, in the case of most foreign-born persons, be removed within a few months, the problem for the country as a whole should not be regarded as too overwhelming for solution. While an educational problem of first magnitude it should not prove insuperable to a nation that is now planning to carry forward the education of millions of our soldiers abroad. It has even been suggested that after the war has been won it might be possible to make use of the cantonments for the gathering together of great bodies of non-English speaking persons for a few weeks at a time so that they might go to school and learn the English language and the principles of American citizenship. Whether these or any other means can be devised to speed up the work of reaching any considerable number of the millions of non-English speaking persons within our borders, it seems certain that the chief burden of the problem will fall upon our public school system, the functions of which will be expanded so as to include the extension of educational facilities to adults who stand in need thereof. The State of New York, under laws which became effective only September 1, 1918, has undertaken to revamp the entire system of free night schools so that the instructors shall be trained teachers and that a sufficient number of these schools or of factory classes shall be conducted to meet the needs of all persons under the age of twenty-one, who are unable to speak, read and write the English language and who are required to attend.

Whatever may be the future legislative program of Ohio in regard to the compulsory education of those above the present limit of school age — the compulsion, be it noted, being not merely upon the foreign-born to attend school but upon the general body politic to furnish an adequate number of well-run schools to be attended — it is certain that much consideration must be given to the economic and social relationship of those whom such a program would deal with.

The problem cannot be entirely left to the night schools for there are many men and women who either cannot or ought not to go to

school in the evening. The testimony from the army camps is that the rate of progress of the foreign-born in their studies depends very largely upon whether the classes are held at an hour of the day when the men are fresh or whether they have already been exhausted by work. It seems safe to predict that the plans worked out in Cleveland during the past year are on a sound basis and that the future will witness a great expansion of those plans. Our public school authorities are deserving of the highest commendation for the way in which they have interpreted their responsibility toward the Americanizing of the foreign-born adults. Not only have they in a single year re-made the night schools through requiring that all teachers be specially trained for the work, and installing the most approved methods of instruction, but they have been willing to undertake the furnishing of competent teachers and the providing of supervision for classes which for special reasons were held outside of the public school buildings, as for example in factories, libraries, churches, foreign halls, settlement houses, and hospitals. The salaries of the teachers for these outside classes have been paid from the Americanization Budget of the Mayor's Advisory War Board.

During the year, classes were organized in the following industrial plants, one hour a day, two days a week, for English, and in some classes an extra-day citizenship:

American Can Co.
American Stove Co.
H. Black Co.,* part time.
Cleveland-Akron Bag Co.
Cleveland Hardware Co.
Cohn-Goodman Co.
Cleveland Fruit-juice Co.,* part time.
Ferry Cap & Screw Co.,* full time.
L. N. Gross & Co.,* full time.
Globe Stamping Co.,* full time.
Grasselli Chemical Co.,* part time.
Cleveland Provisions Co., *part time.
Joseph & Feiss Co.,* condition of employment.
Cleveland Worsted Mills Co.
Columbian Hardware Co.*
Emscheimer-Fischel Co.
Federal Knitting Co.
Kaynee Factory,* part time.
Lamson & Sessions Co., *full time.
Willard Storage Battery Co.*
Foster Nut & Bolt Co., *part time.
National Screw & Tack Co.,* full time.

As indicating also the way in which the foreign churches have co-operated in getting men and women into classes, the following

* The company paid for either half or all of the time taken by the classes.

list of such churches in which classes were conducted last year is interesting:

Holy Trinity Church (Roumanian).
St. George Church (Lithuanian).
St. Ladislas Church (Slovak).
St. Mary of the Nativity Church (Slovak).
St. Wendelin Church (Slovak).
Hungarian Reformed Church.
St. Paul's Church (Croatian).
St. Emerick's Church (Hungarian).
St. Lawrence Church (Slovenian).
St. Theodosius Church (Russian Orthodox).
Church of the Holy Ghost (Ruthenian).
Hungarian Lutheran Orphanage.

There can be no doubt that the attitude of employers toward the Americanization problem is going to be one of the most important factors in solving it. If employers make their foreign-born employees realize that they are interested in having the employees learn English, get into contact with American life, regard this country as the place where they want to make their home, and become citizens, a tremendous change will come in our national life. There is a constantly growing mass of evidence of the most convincing character, to which Cleveland employers have made a valuable contribution, that wholly aside from the larger aspects of the question, the establishing of a better understanding with the foreign-born reduces accidents, increases output, reduces labor turnover, and removes many unnecessary differences, thus directly benefitting both employer and employee. A valuable summary entitled "What Industrial Leaders Say About Americanization" has been recently issued by the Immigration Committee of the Chamber of Commerce of the United States, 29 West 39th street, New York City.

Organizations of every kind in Cleveland are joining in the Americanization movement — the city government, the public schools, the parochial schools, churches (regardless of creed), libraries, settlement houses, Y. M. C. A., Y. W. C. A., Cleveland Museum of Art, charitable organizations, Federated Women's Clubs, Women's Suffrage Party, and many others.

In concluding this second report on organized Americanization work in Cleveland your committee recommends:

(1) That the Chamber of Commerce endorse the federal bill "To provide, through education, for the promotion of the common use of the English language, patriotism, and national unity," which declares that the Commissioner of Education, under the direction of Secretary Lane, shall "promote the training of resident persons of foreign birth or parentage, particularly males of military age, in the understanding and use of the English language, in a comprehension of the fundamental ideals and meaning of American life, citizenship and institutions, and in a genuine allegiance to the principles upon which the government of the United States is founded."

(2) That the Chamber of Commerce express to Secretary Lane and to Governor Cox their realization of the importance of inaugurating at once a definite country-wide Americanization program in which the nation and the individual states can join.

(3) That the Chamber of Commerce recommend that the employers of Cleveland individually investigate the needs for the doing of Americanization work in their own plants and put themselves in touch with the Division of Educational Extension (in charge of Dr. A. W. Castle, Board of Education Building, Cleveland, telephone Main 4823), or with the Cleveland Americanization Committee of the Mayor's Advisory War Board, 226 City Hall, to learn what has already been accomplished in other plants and what can be done in theirs.

Respectfully submitted,

HAROLD T. CLARK,
FRANK H. CLARK,
HENRY TURNER BAILEY,
WALTER G. GRAVES,
WILLIAM R. GREEN,
CHARLES S. HOWE,
JOHN E. MORRIS,
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O. W. PRESCOTT,
WILLIAM B. SANDERS,
AMBROSE L. SUHRIE,
CHARLES F. THWING,
F. ALLEN WHITING,
Committee on Education.

By HAROLD T. CLARK, *Chairman.*

September 26, 1918.

4. Citizenship Training in Columbus

a. LETTER FROM T. HOWARD WINTERS, INSPECTOR OF TEACHER TRAINING, DEPARTMENT OF PUBLIC INSTRUCTION, COLUMBUS, OCTOBER 27, 1919:

"The last session of our legislature appointed a committee of several of its members with Mr. Pearson to carry out an Americanization program and appropriated $25,000 for the purpose. This sum is believed to be altogether inadequate to do much work but the intention is to secure a director and at least do one good piece of work, probably in a mining section. This committee has really not determined yet what it will do.

"The biggest piece of Americanization work in progress in Ohio is that in the City of Cleveland, where one of the assistant superintendents of schools, Geo. E. Carrothers, has charge. The City of Columbus has employed a director, Miss Juliette Sessions. In Akron there is an assistant superintendent in charge of the work whose name I do not remember. The superintendent of schools, Mr. H. V. Hotchkiss, will give to him for reply any inquiry. Some work has been done in Cincinnati and Assistant Superintendent E. D. Roberts, who primarily has charge of upper grade and junior high school work, also seems to have charge of this Americanization work. There is a public service bureau of some kind in Youngstown which is interested in Americanization work there.

"The director of the Ohio Institute for Public Efficiency, Mr. Fred C. Croxton, while with the Ohio Council of National Defense, took a great interest in Americanization work and published a booklet showing the illiteracy in the state. Mr. Croxton may be addressed at the institute, Hartman Building, Columbus. The school people mentioned can be addressed at the respective school headquarters.

"I believe that the best work in Americanization can be done in our cities through the public school, best by the establishment of a particular department such as has been done in Cleveland. This ought to embrace an effort to reach the foreign women.

"I do not know whether you have the difficulty with miners that we have in Ohio. As these men are mostly situated in rural districts where the school executives do

not seem to know how to cope with the problem, and it seems necessary to have a separate organization to reach them. This is true also of various industrial camps outside of city school districts. The fact is that we have a considerable percentage of illiteracy among the native whites in our hill counties which probably needs also to be met by some special organization."

b. LETTER FROM FRED C. CROXTON, DIRECTOR OF SOCIAL WELFARE DEPARTMENT, OHIO INSTITUTE FOR PUBLIC EFFICIENCY, COLUMBUS, NOVEMBER 6, 1919:

"We are sending you a copy of a booklet we prepared showing illiteracy in the state. The material contained in this booklet was originally submitted to the Legislative Committee and it was later published at their request. The maps were prepared on a large scale and were the most convincing arguments presented to the committee. We are also sending copy of the report of the Ohio Council of Defense.

"The Ohio Institute for Public Efficiency has not taken up the work of Americanization except merely in the way of giving advice and co-operating with local and state agencies.

"Several cities in Ohio have Americanization work under way and I suggest that you write to the persons whose names appear on the attached sheet and ask them for outlines of the work they have under way.

"In addition to the reports, I am sending two sets of pamphlets prepared by the Ohio Council of National Defense which were most helpful in securing the interest in Americanization throughout the state."

c. WHAT IS AMERICANIZATION?

Americanization Bulletin No. 1

There are in the cities of Ohio hundreds of thousands of men and women born in foreign countries. The census of 1910, out of a population of 4,767,121, gave Ohio 598,374 foreign-born persons, with 1,024,393 born in this country of foreign parents. This means that at that date over one-third of the people of the state were either immigrants or only one generation removed, that nearly one-third of the population first learned to speak in some language other than English. This foreign population is

concentrated in industrial towns where in 1910 the percentage of foreign-born varied from 78.5 in East Youngstown, 37.8 in Lorain, and 34.9 in Cleveland, to 19.2 in Akron, 11.9 in Dayton, and 9 per cent. in Columbus. In the first four years after the census, 1,000,000 foreigners came to the United States annually, and Ohio, with its rapidly growing mining and iron activities, drew a large number of them. War industries since 1914 have greatly increased concentration of this population, and so present day figures, if we had them, would be far more startling than those of 1910. Many of these "strangers within our gates" know no English, understand little of the customs of America, and live their lives apart from the life around them. They are often grouped in immigrant colonies where they live a life and speak a language of the old world. They live in America but are not a part of it.

In most cases this is not due to their desire to live apart from American life and customs. The immigrant wants to become one with America. His motive in coming to America has probably been as pure as that of the earlier English colonist. He left his home and came to America for economic opportunities in a new country, for freedom from oppression and extortion, for homes and schools and citizenship in a free republic. The Pilgrims of 1620 did not come for greater purposes than these.

Moreover, the immigrants now among us have worked hard to make America great. At first filling the ranks of unskilled labor they have in thousands of instances acquired special skill and have risen to places of distinction. Their work has gone into the building of a nation. They have helped very greatly in bearing the burdens and responsibilities of America in the making. But the foreign-born, one and all, should be given the opportunity to bring themselves into harmony with the spirit of America. This cannot take place while they live apart, speak a foreign tongue and remain in ignorance of American ideals and institutions.

They must become Americanized.

Americanization is the bringing together of the old and new America. It is the interpretation of America to the foreign-born and the interpretation of the foreign-born to America.

Americanization is going on when the native-born American says to the immigrant: "We Americans honestly welcome you to the opportunities that a free land can offer. This democracy

of ours is a partnership of all men who believe in equality of opportunity, in the abolition of class distinctions, and in the sweeping aside of racial and religious prejudices. I want to learn from you of the reasons why you came to America. I believe that many things that you have brought to us are well worth having. Your music, literature, science, art, and many of your customs should enrich the culture of this nation. I want to know you better and to understand you.

"Moreover, I want to make you feel at home here with us. I shall give you the chance to learn our language. I shall give you the opportunity of becoming an American citizen. I shall assist you to know a wider group than your own nationality.

"We want to make America a vast fellowship of free men. Let us understand each other; let us get together."

Americanization is going on when the foreign-born says to the native-born: "I want to know you better, too. My children shall go to the American schools and learn the English language. I have no desire to keep alive in your country a part of the nation I left behind. I have chosen America as a home for me and mine. I find it hard to learn a new language so late in life, but others have learned it, I will do so too. I shall keep some of my culture — my music, my great literature, my art — for they are not alone of the country from which I came, they are of the world, but I shall learn to appreciate your culture, too. I have given up all my allegiance to the foreign ruler. I shall become a citizen of your republic. I shall attend your schools, read your books and your papers. I shall become a part of this great free nation."

Americanization is not a one-sided process. It can only succeed when the American recognizes the worth of the newcomer and seeks to bring out his full value as a responsible citizen. Americanization is not charity or patronage; it is an attempt to unify all the people of this nation through mutual understanding and trust. When every native-born American understands this, the task of assimilating the foreign-born will be easily accomplished. For Americanization is simply getting together.

"This get together" spirit should be applied by every Ohio city in a practical program of Americanization. Some of the things that such a program should include are: The formation of an organization or committee broadly representative of the entire community — business men, educators, clergymen of all

religions; provision for schools for the teaching of English and citizenship; community centers where all nationalities may meet for friendly association, and great patriotic meetings where the whole city may express in an outward way a real unity of purpose. All of these things can be done in every Ohio Community where an Americanization problem exists.

What is your community doing?

Ohio Branch, Council of National Defense.

d. PRACTICAL AMERICANIZATION PROGRAM FOR OHIO CITIES

Americanization Bulletin No. 2

Americanization is a pressing national problem. A unified nation is not only a war time necessity but of even greater importance to the days after the war, when international readjustments and social reconstruction at home will present trying problems which the nation can successfully meet only if the spirit of harmonious purpose and mutual understanding prevails among its people.

Realizing its national scope the call for Americanization work has gone out from Federal Bureaus, through the Council of National Defense to its various state branches. In response to that call the Ohio Branch, Council of National Defense, has planned for the organization and stimulation of the work in this state under a Director of Americanization.

But while the problem is national in its scope the task of solving it is pre-eminently that of the local community. A large number of American cities have already attempted in a very practical way the Americanization of the foreign-born. The following suggestions are based upon the best experience of these cities. A complete adoption of all the suggestions may be beyond some of the Ohio communities in need of Americanization but it is hoped that many of them can be followed:

A. Things to be Done

1. *A campaign of publicity and education on Americanization* for both native and foreign-born, advertisement of classes, etc. Use the press, both English and foreign language; posters; the churches; the schools; club programs; libraries; public meetings.

2. *Public schools for the teaching of English and citizenship* to foreign-born men and women.

a. Public evening schools in places convenient for the foreigner in school buildings, halls of foreign societies, social settlements, libraries, church halls, Y. M. C. A. and Y. W. C. A. and similar day schools for night workers.

b. Factory schools at times and places most practical for the industries that are not undertaking schools of their own.

c. Advanced citizenship classes for candidates for naturalization. To keep in constant touch with naturalization authorities, and follow up those men who take out first papers.

3. *Information centers* with interpreters where possible. Information about schools, rights and duties of citizens, naturalization, legal aid, the war, the draft. Literature in various languages on America. Co-operation of libraries and well-educated foreigners needed.

4. *Americanization work in Industries.* Bulletin No. 3 will cover this point.

5. *Naturalization.*

a. A campaign by foreign-born citizens and industrial leaders in favor of naturalization — show the advantages of citizenship.

b. Co-operation of courts and examiners with the naturalization classes.

c. Public ceremony of naturalization.

6. *Neighborhood Americanization.*

a. "Home teachers" of English, citizenship, and home-keeping for foreign women. (The California Commission of Immigration and Housing, Sacramento, has a fine leaflet on this subject to be had for the asking.) These teachers may be maintained by Board of Education or by private agencies like D. A. R. or Federation of Women's Clubs.

b. Community centers where native- and foreign-born gather together socially or for musical and patriotic programs, especially in connection with evening schools.

c. Lectures on American ideals, institutions and history to foreign groups in native language; moving pictures.

d. Bring foreigners and Americans together in various war activities — Red Cross, food conservation, food demonstrations, child welfare, Liberty Loan drives, etc.

7. *Patriotic meetings,* parades, pageants, fetes — in which American ideals are set forth and the contribution of various old world nationalities emphasized.

8. *Anything* that an ingenious committee and local conditions suggest to bring about the following results:

The use of a common language for the entire nation.

The desire of all peoples in America to unite in a common citizenship under one flag.

The elimination of causes of disorder and unrest, which make fruitful soil for propaganda of enemies of America.

The maintenance of an American standard of living through the proper use of American foods, care of children, sanitation, and housing regulations.

The creation of an understanding of and love for America, and of the desire of immigrants to remain in America, to have a home here and to support American institutions and laws.

B. Organization for the Work

1. *Board of Education* should, where possible, take up the actual work of providing schools, especially the training, selection and supervision of teachers.

2. *Finance.* How to finance the work may be a difficult question at first. Public school budgets have been made out for the year and closely cut to the absolute needs of the existing schools. Where school funds are not available, possibly war chests can supply the need or some of the organizations mentioned below can undertake the financing of different projects as their particular contribution to Americanization as a war measure.

3. *An Americanization Committee.* A large committe of men and women, as broadly representative as possible, should be formed to arouse interest in Americanization among both native and foreign-born. It should be the advertising agent for all Americanization work, should suggest and guide new activities and keep the city in touch with the general movement throughout state and nation.

The following plan for the organization of such a committee is suggested for cities where the work has not been started, but it may be of help in places where scattered efforts, already made, need to be correlated:

1. *Calling a Public Meeting*

Let some person or small group of persons after conference or correspondence with the State Director of Americanization arrange for a public meeting on the subject. It should be

announced in the papers, and personal invitations given to the leaders of important social groups, such as:

City School Superintendent or other representative of the Board of Education or of the schools, the local unit of the Council of National Defense, the Woman's Committee of Council of National Defense, the Chamber of Commerce, Association of Manufacturers, large industrial plants, foreign societies or leaders of national groups, labor organizations, courts of naturalization, Y. M. C. A. and Y. W. C. A., Knights of Columbus, churches — Protestant, Catholic, Jewish — social settlements, libraries, Parent-Teacher Association, Sons of American Revolution, Daughters of American Revolution, Federation of Women's Clubs, College Women's Club, Rotary Club, etc.

2. *The Meeting*

a. Secure for presiding officer of this meeting a representative of the local Council of National Defense, or of the local Woman's Committee of the Council of National Defense, or of the Board of Education. It is very important that this temporary chairman and the permanent chairman of the Americanization Committee proper should be representative of some all-inclusive group rather than some one who might be understood to represent a small or partisan or sectarian group.

b. Speakers.

First, some authority on Americanization who will state the general problem, explain what Americanization means and arouse enthusiasm.

Second, a local speaker who can set forth from real knowledge the needs of the community.

c. Action at the meeting. First, have motion made "that the city of ..... organize an Americanization Committee." Second, have a small organization committee, say three persons, appointed to organize the Americanization Committee proper.

3. *The Americanization Committee*

a. The organization committee should get from the groups mentioned above a representative of each appointed by authority of the group itself, where possible, and then call a meeting of this large committee.

b. This large committee becomes the Americanization Committee proper by choosing its own chairman, secretary, etc. It

should study the local situation, making as complete a survey as possible, select the best available means of meeting it and assume general direction of the work.

c. Whoever is made chairman becomes, if a man, a member of the local Council of National Defense, or, if a woman, of the Woman's Committee of the Council of National Defense. This point is important for the purpose of correlation with other activities and in order to keep the local committee in direct touch with the National Americanization movement, led by the bureaus of education, immigration, and naturalization, all of which use the State Council of Defense and its subcommittees as their avenue of communication with local communities.

d. This committee should at once report its organization to the State Director of Americanization, so as to be on the mailing list for future Bulletins, and report to him its methods, its new ideas, its results.

e. ENGLISH SPEECH FOR FOREIGN TONGUES

Americanization Bulletin No. 5

A FEW HINTS FOR TEACHERS

OHIO BRANCH COUNCIL OF NATIONAL DEFENSE, STATE HOUSE, COLUMBUS

Governor JAMES M. COX, *Chairman.*
FRED C. CROXTON, *Vice-Chairman.*
J. L. MORRILL, *Executive Secretary.*
RAYMOND MOLEY, *Director of Americanization.*

FOREWORD

The experience of most American cities which have attempted to teach English to the foreign-born shows that in the absence of compulsion of some kind at least 50 per cent. of those who enter classes drop out before they have acquired a working knowledge of our language. The average foreign-born adult sincerely desires to learn English. He is willing to make rather heroic efforts to accomplish this end. But his worthy purpose is not proof against poor teaching. After a few dreary evenings sitting at the feet of a

teacher who wishes to help him but does not know how, discouragement comes and he deceides he is "too old to learn." He will not return to school. His ambition to become a real American dies and the well-meaning, unskilled teacher has actually helped to perpetuate alienage in America.

In the belief that the most substantial service which can be rendered the cause of Americanization is the development of scientific and efficient methods of teaching English, the Ohio Branch Council of National Defense has acquired the services of Professor Sarah T. Barrows of Ohio State University and has placed upon her the responsibility of studying and experimenting in the technique of teaching English to adults of foreign birth. The results of her efforts will be communicated to the teachers of the state through a series of bulletins of which this is the first.

The teacher of English in our night schools, factory schools and the like, is more often than not one who has gone into the work from interest in the foreigner or from patriotic motives, and is frequently one who has made little study of the art of language teaching. English speech for adults whose speech habits have already been formed presents peculiar difficulties. This bulletin offers some helps over these difficulties which are based on experience in language teaching and should be of great value to teachers in Americanization schools. Other suggestions and more details on the points here discussed can be secured by addressing Miss Barrows, at Ohio State University, and enclosing stamp for reply.—EDITOR.

ENGLISH SPEECH FOR FOREIGN TONGUES

A FEW HINTS FOR TEACHERS

By SARAH T. BARROWS

Once when in Germany I visited a class in English. The pupils were reading a simple English text, but I could not distinguish a single word that they read, although, after a book was handed me, I saw that they were giving the right sound values to the letters. What they read was not recognizable as English because they were using their organs of speech as if they were speaking German.

Every individual has his own peculiar habits of articulation; but individuals of the same nationality have certain habits of speech in common. When, then, a foreigner tries to speak English, while using his own habits of articulation, the result is an

imperfect imitation of the English sounds which we call broken English, or speaking with an accent.

If, therefore, we are to give the most effective aid to the foreigners we are teaching, we must know how English sounds are articulated and something about the difference between the speech habits of the foreigners and our own. Most of us have very little conscious knowledge of how our speech sounds are produced. We learned to speak in childhood by more or less unconscious imitation of the people around us. But after our speech habits are once formed it is very hard to change them unless we have the guidance of some one who understands the technique of speech and is able to diagnose our mistakes and correct them. The first thing for the teacher to do, then, is to study the organs of speech and learn by what adjustments speech sounds are produced. Unfortunately we have few books on English sounds written from the standpoint of American English. E. P. Dutton, New York, publishes two little books on English sounds by Walter Rippmann, an Englishman: "The Sounds of Spoken English" and "English Sounds." These books are clear and simple in style and furnish a good introduction to the subject.

After we have learned something about our own speech habits we can begin to observe those of the foreigner. When you notice that a foreigner pronounces an English sound incorrectly, try to produce the sound yourself as he did and see if you can discover just what the difference is between his articulation of the sound and your own. Use a mirror in your investigations and encourage the foreigner to use one. Often you will find that if you can imitate his sounds you can help him to hear the difference between his own sounds and yours. The first step in the acquisition of new sounds is to hear them accurately.

Find out first how you make the sounds yourself. Observe the habits of articulation of other native Americans. It is not easy to study one's self objectively.

When teaching a sound have the pupil watch your lips while he listens to your sound.

When the pupil is pronouncing, watch his lips, while you listen to his sounds.

Difficulties Due to English Spelling

One great difficulty that the literate foreigner will have is the different sound values which the letters of the alphabet, especially

vowels, have from those in his own language. Such confusion between letter and sound as we have in the case of the letter *u* where the symbol stands for eight different vowel sounds, as in *cup, truth, full, muse, burn, bury, minute, asylum;* or in the case of the sound of *u* (as in truth) which is written in eight different ways in the words *tool, move, group, truth, grew, fruit, through, shoe*, seldom occurs in other languages. In many European languages the letter *a* stands exclusively for a sound similar to *a* in *father;* e has the values approximately of the vowels in *met* and *mate*; *i* the values of *i* in *it* and *machine*; *o* the approximate values of *o* in *for* and *vote*; and *u* those of *u* in *full* and *truth*. The sound that we most often give to *i*, as in *mine*, is really a diphthong, beginning with a sound something like that of *a* in *father* and ending with a sound similar to that of *i* in *it*. This sound is entirely lacking in some languages, for instance, French and Italian.

If, therefore, you are teaching a class of foreigners who can read and write their own language, you will understand their difficulties better and can help them more if you know what sounds they are accustomed to connect with each letter; but first of all you must have a clear understanding of the sound values of English letters. Our eyes often confuse our ears, and it is sometimes hard to realize that words which look alike may be very different in sound, while words with very different spelling may be identical in sound. Compare *one* and *bone* or *one* and *won*.

THE CHIEF DIFFICULTIES IN ENGLISH SOUNDS

The English sounds with which the foreigner will have the most difficulty will vary according to his nationality; but almost all foreigners have difficulty with *th, w, wh, h, ng, r*; with the vowel sounds in *cup, walk, bird, cat*; and with the so-called "long" vowels which in English are apt to be more or less diphthongized. In this bulletin only these more difficult sounds will be discussed.

CONSONANTS

th. It is easier to learn the consonants than the vowels, perhaps because we can see better what the organs of speech are doing during the articulation of consonants. If you observe yourself in the mirror while pronouncing *th* you will see that while the rim of the tongue is brought close to the lower surface of the upper teeth, the tip is lowered slightly and brought between the parted upper and lower teeth. Sometimes it will be necessary to

have the pupil exaggerate the sound and protrude the tongue a little, so that it is distinctly visible as he observes himself in the mirror. It is always well in practising a new sound to exaggerate it a little, until the articulatory movements are made without effort. It is easy to learn this sound, but unless the foreigner practises it enough to make the new movements habitual, he will continue to substitute some other sound for it when talking. Speech is simply habit, and habits are formed by repetition; therefore, the teacher should encourage the pupil to practise the new sounds often, and should suggest sentences for practise containing them, as, for example: *Father threw these thorny thistles on the path.*

You should show the pupil that there are two forms of this sound, a voiced sound as in *this* and a voiceless sound as in *thin.* There is no rule to give for the use of the two sounds of *th*; but you will notice that the common adjectives and adverbs, such as *this, there,* etc., use the voiced form; also when there is a final *e* or *s* the sound is voiced. Compare *bath, bathe, baths.*

A voiced sound is produced when the vocal chords vibrate during its articulation, while the voiceless sound is produced without vocal chord vibration. You can readily feel the action of the vocal chords if you put your fingers on the larnyx, or "Adam's Apple," while producing the sounds *th* (as in *this*) or *z* (as in *zeal*); but during the production of *th* (as in *thin*) or *s* (as in *sit*), you will feel no vibration. The difference between the two classes of sounds can also be perceived clearly if you say *z* (as in *zeal*) and *s* (as in *sit*), alternately, with a finger in each ear. All consonants occur in pairs; *z* is the voiced form of *s*, *v* (as in *vine*), of *f* (as in *fine*); *b* of *p*, etc. Individual languages may lack either the voiced or the voiceless form of any consonant, or may lack the consonant altogether.

It is important that the foreigner learn, if possible, to distinguish between these two classes of sounds, as it will be of use to him in correcting his mistakes and in learning new sounds. For example, the German always uses a voiceless consonant at the end of a word, no matter what letter is used. If he carries this habit into English we shall hear him make such mistakes as pronouncing *badge* like *batch,* and *cold* like *colt.*

w, wh. The difficulty with *w* is apt to be either that the foreigner articulates it as *v*, with the upper teeth resting against the lower lips; or that he forms it with his lips spread almost

as for a smile. To form English *w* the lips should be approached from the position of *u* in *truth*; they are more or less rounded and the slight opening is in the middle, while the corners of the mouth are somewhat puckered. The foreigner, especially the Slav, is apt to raise his tongue and approach his lips in the position for *i* (as in *machine*), bringing the middle of his lips close together. That gives a *v*-like color to his sound. Here again the use of the mirror is recommended.

wh (as in *when*) is simply the voiceless form of *w*, requiring the same articulation as for *w* but without vibration of the vocal chords. As many careful speakers of English, especially in England, do not use this sound at all, but use *w* (as in *wine*) whenever *wh* is written, it would seem unnecessary to trouble the foreigner with this sound if he finds it very difficult. If, however, he wishes to learn to pronounce *wh*, he should be able to do it if he understands clearly the difference between a voiced and a voiceless sound. By placing his organs of speech in the position for English *w* and uttering the sound without vocal chord vibration, he will produce *wh*. Or if he can pronounce a voiceless *h*, let him try pronouncing the sound *h* with his organs of speech placed for *w*.

Notice that in the words *who*, *whose*, *whom* and a few others the letters *wh* do not have their usual value, but stand for the sound *h*.

h. This sound has no definite articulation. It is practically only a breath sound with the organs of speech in the position for the following vowel. The pupil might try to make the sound by placing his lips and tongue in the position for the following vowel and preceding the vowel by a breath.

Slavic *h* is voiced; to form the English sound the Slav will need only to unvoice his own *h*.

h is entirely lacking in some languages, such as French, Spanish and Italian, and offers special difficulty to such foreigners, because they have in their alphabet the letter *h*, which is always silent. When they once learn to pronounce the written character *h* before the vowel, they seem to feel that they should precede all initial sounds by the sound of *h*. So we often hear the Italian pronounce both *his* and *is* alike as *his*, when in his own language he would have pronounced them both alike as *is*.

ng. The difficulty with *ng* comes partly from the fact that we have two letters standing for one sound, just as *th* and *ph* stand

not for *t* and *p* followed by *h*, but for a single sound. Unfortunately even native Americans do not always recognize this fact, but try to correct a wrong pronunciation of *ng* by saying "You are leaving off your *g*"; *ng* does not stand for *n* plus *g*, but for a sound similar to *n*, made, however, in the back instead of the front of the mouth. Let the pupil form the sound at first with his mouth wide open, the back of the tongue pressed against the soft palate and tip touching the lower teeth so that no *n* can result; then prolong the sound, and release the pressure of the tongue gradually so that the no *g* (as in *go*) can result. Occasionally, to be sure, the *g* sound does follow the *ng* (as in *finger*), but that is the exception, and never is *g* pronounced if it is final, as in *sing*. You often hear foreigners saying *sin-g*, or *sin-k*, that is, following the sound of *n* or even *ng* by *g* or *k*, perhaps because they have been told by some unwary teacher that they were leaving off their *g*, which statement is as misleading as it is incorrect. Slavs and Italians especially have difficulty with *ng*.

R. There are in general three ways of forming the consonant *r*. Some people, for instance the Italians and Slavs, form *r* by vibrating the tip of the tongue against the teeth or the gums; others, for example, many Germans and French, by vibrating the tip of the soft palate against the back of the tongue. The English sound it not a trilled sound, at least we seldom hear it trilled in America. Therefore the foreigner's *r* is often the sound which calls attention to his speech when otherwise the foreign element is scarcely discernible. We articulate *r* somewhat differently in different positions; initial *r* is not quite the same as final *r*. Also the usage in different parts of the country varies; the Easterner generally drops his final *r*, the Westerner is apt to accentuate it.

The foreigner may learn to make an English *r* which will pass muster in this way: Starting from the articulation of *a* (in *father*), let him raise the tip of the tongue almost to the position for *n*; . . . so that if the mouth were suddenly closed the teeth would bite the tongue. The lower jaw is brought a little higher than in the position for *a*. The tongue tip is brought so closely to the gums back of the teeth that the breath rubs vigorously against them as it emerges, but nowhere does the tip of the tongue make a contact with the gums. Americans in the Middle West, also foreigners who in their native tongue form the *r* back in the mouth, are apt to form final *r* by curling the tongue backward,

producing a muffled sound which at the same time is apt to give the accompanying vowel a dull tinge. This unpleasant sound can be avoided by keeping the tongue tip slightly more advanced than for the initial *r*. Encourage the student to practice this sentence: Round the red rocks the ragged rascal ran.

VOWELS

Vowels may be either open or close; that is, the tongue is higher and the lips more approached during the articulation of some vowels than of others. If you will pronounce the vowels in *it* and *eat, sell* and *sale, full* and *fool,* before the mirror, you will notice that for the second vowel in each pair the tongue rises and the lips close slightly. On account of the irregularities in English spelling, it is hard for us to realize that the vowels in *it* and *eat,* or *sell* and *sale,* are simply open and closed varieties of the same vowel. Try whispering the different pairs of vowels and see if you do not distinctly feel the difference in the tongue positions. Unless we understand clearly the relation between these vowels it is going to be hard to understand the foreigner's difficulties. The French vowels, for instance, are generally closer than ours, consequently the Frenchman has trouble with our open vowels, and his attempt to say *it* will sound to our ears, accustomed as they are to our more open sounds, like *eat.*

It is not advisable to trouble the foreigner with these distinctions between close and open vowels, nor will he, generally, be able to understand the detailed description of sound formation as given above; but the better the instructor understands the nature of speech sounds, the more effective will be his instruction. More advanced pupils who are anxious to improve their pronunciation can often profit greatly by these directions.

The terms "long" and "short" as we apply them to vowels are very inaccurate and misleading. The real difference between the sounds in *it* and *eat* lies less in duration of sound, than in the relative height and tenseness of the tongue and the closeness of the mouth opening. This you can perceive if you will pronounce successively the vowels in *hid* and *heat, head* and *hate;* there you will discover that the first vowel of each pair, which we have been in the habit of calling "short," is really about as long as the following "long" vowel. In other words, the length or duration of the vowel depends more on the sound that follows it than on the quality of the sound itself. Also we call the

vowel in *head* (or *bed*) the "short" sound of the vowel in *heat* (or *beet*); while in reality the vowels in *hid* and *heat* should be paired together, likewise the vowels in *head* and *hate*. So if you try to correct a foreigner's vowel sound, by telling him to use the short vowel instead of the long one, or vice versa, you will only confuse him. And yet you will find that most English text-books for foreigners use these terms.

Often what gives the foreigner's vowel the effect of shortness is the absence of that vanishing sound or diphthongal close to which our ears are accustomed, even if we do not consciously hear it. It is a slight modification that the foreigner can easily learn to make if he has proper guidance. One characteristic of the English tongue is its instability. That is, we have the tendency to change the position of the lips and tongue during the pronunciation of a vowel, thus producing a diphthong. This is especially true of the close vowels, the diphthongal character of which becomes more noticeable the more it is prolonged. This you will see if you will pronounce successively the vowels in *goat, good,* and *go,* where the vowels become progressively longer and less pure. If you will pronounce these sounds before the mirror you will see that the lips move toward each other, making the opening smaller and rounder. It is not so easy to observe the action of the tongue, but if you whisper the sound, you will perhaps be able to feel its slight upward and backward movement. But if you watch the foreigner you will probably see that his tongue and lips hold the same position throughout the articulation of the sound and the vowel will be pure.

The Slav has no close *o* sound (as in *stone*). He therefore substitutes his very open *o*, a sound somewhat resembling the vowel in *broad*. I recently heard a highly educated Slav speak of the "*awdor*" of violets. If the Slav will practise the sound before the mirror, starting with the open *o* sound, closing and rounding his lips at the end of the vowel until they have about the shape for the *u* in *truth,* he will be able to imitate our sound.

Vowel Sounds Peculiar to English

The vowel sounds in *bird, cup, walk,* and *had* are peculiar to English, and the foreigner is likely to substitute for these unaccustomed sounds some of his own which appear to him to be similar. For example, for the vowel in *bird, berth,* the Frenchman uses the sound in *fleur, heure,* and the German the sound in

konnen, Tochter. But for these European sounds the lips are decidedly rounded and the tongue is about in the position for the vowel in red; while for the English sound the lips are not rounded and the tongue is drawn back, with the highest part much farther back than for the vowel in *red.*

For the vowel in *cup, son,* the foreigner is likely to substitute his own sound of *a* (as in *father*). Now you will notice that when you utter *a* (as in *father*) your mouth is quite wide open and the tongue is almost flat in the mouth. But for the vowel in *cup* the mouth is not quite so wide open and the lips are somewhat stretched while the tongue is raised higher and farther back than for *a.*

For the vowel sound in *walk, broad,* the foreigner often substitutes his own open *o* sound, which is generally pronounced with lips rounded and the tongue pulled back and raised quite high in the back of the mouth. For the English vowel the tongue is rather flat in the mouth, but raised a little toward the back so that there is a slight depression just back of the lower teeth. The lips are slightly puckered at the corners and rather wide open, but not so much as for *a* (as in *father*), nor are they stretched as for the vowel in *cup.*

The vowel in *had, man,* is often confused with the sound in *head, men.* If you put your lips and tongue into the position for the vowel in *men,* and then slightly open the mouth, at the same time lowering and bringing forward the front part of the tongue, the vowel in *had* will be produced. The foreigner generally learns this sound rather easily, but has difficulty in distinguishing it from the sound of *e* in *bed.* It is well, therefore, to give him pairs of words to practise, such as, *had, bed; sad, said; had, head; mat, met.* Also dictation exercises using words with those sounds will be useful.

Each foreigner will have his own especial difficulties in the pronunciation of English. The teacher who has a thorough knowledge of how English sounds are produced will be better able to understand these difficulties and overcome them. Especially just now, when the foreigner is being urged so strongly to enter the English classes, the teacher should spare no pains to make his work as effective as possible, so that not one minute of the foreigner's time shall be wasted, and nothing shall be taught him which he will later laboriously have to unlearn.

The question of pronunciation is a very important one. The foreigner who has a markedly foreign accent is handicapped in

many ways. Unless the teacher gives especial attention to the matter of pronunciation the foreigner will have to suffer the handicap of a speech, which even if it is intelligible will, wherever he goes, call attention to him as a foreign-born citizen.

f. TEACHING ENGLISH TO IMMIGRANTS

SOME SUGGESTIONS ON METHODS AND MATERIALS

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Bulletin 5.—"English Speech for Foreign Tongues. A Few Hints for Teachers."

Bulletin 6.—"Teaching English to Immigrants. Some Suggestions on Methods and Materials."

FOREWORD

In issuing for free distribution this brief description by Prof. Sarah T. Barrows, of the most accepted methods of teaching English to adult foreigners, the Americanization section of the Ohio Branch, Council of National Defense, has endeavored to answer quickly and definitely inquiries that are coming in from communities that are opening Americanization classes. We

would like to place copies of Bulletins 5 and 6 in the hands of every teacher of foreigners in the state as guides to the use of the best texts for pupils and the best books for teachers, and so aid in developing effective teaching.—EDITOR.

TEACHING ENGLISH TO IMMIGRANTS

SOME SUGGESTIONS ON METHODS AND MATERIALS

In the last few years there has been an ever-growing interest in reform methods of teaching modern foreign languages. It was realized that the established methods of instruction based on the teaching of Greek and Latin were inadequate; the students after many years of study were able neither to speak, understand, nor write the language. Much experimenting has been done in order to develop a method by which the pupil may learn the language in a more natural manner, more nearly as he learned his own native tongue in childhood.

Many systems of foreign language teaching have thus been evolved, some of them more or less alike, showing often by the name applied to them the especial features which were emphasized by the originator. Occasionally also a method is most widely known by the name of the man who developed it.

There is, for example, the "natural" or "conversation" method, in which the main stress is placed upon the ability to speak the language; little attention is paid to grammar or phonetics, as fluency in speech is considered more important than correctness of form or of pronunciation. The material is supplied in the form of conversation in which the teacher does most of the talking, the pupil's part being chiefly that of answering questions in the foreign tongue.

In the "object" method the noun or the name of the object is used as the starting point in instruction, the meaning of the words being taught by direct association of the name with the object, instead of making the connection through the medium of the mother tongue. The sentences are short and simple, using the words of daily life, the meaning of which can be directly demonstrated to the pupil or explained by means of terms already known. Grammatical difficulties are explained, exercises for language drill are furnished and attention is paid to correct pronunciation. The "object" method is the basis for the widely advertised system of foreign language instruction developed by the "Berlitz School."

The "theme" method is perhaps best known as the "Gouin" method. This system is based on the principle that the verb is the essential part of the sentence and that the sentence as a whole, not any single word, should be the unit of instruction. An act is, therefore, analyzed, and the various steps described in short and simple sentences, so that a strong association is formed between the spoken words and their content. For instance, the act of opening the door is thus described:

I walk toward the door.
I draw near to the door.
I get to the door.
I stop at the door.
I stretch out my arm.
I take hold of the handle.
I turn the handle.
I pull the door.
The door moves.
The door turns on its hinges.
I let go the handle.

Grammar drill is provided by variations of the sentences, using different verb and noun forms whose functions are defined not by grammatical rules but by accompanying explanatory words. Thus the meaning of the tenses is made clear by using the words: yesterday, today, tomorrow; of prepositions, by moving objects over, under, before, etc., other objects.

In these "reform" methods the foreign language is expected to be exclusively the language of the classroom; there is no provision made for translation either from the foreign language into the vernacular or vice versa and grammatical rules are incidental, instead of having the prominent place that they held in the time-honored translation method. In each case the deviser of the method claims to have based his system on the psychological processes by which the child learns his mother tongue.

These different reform systems may be regarded as the forerunners of the "direct method," a rather indefinite name applied by different people to different methods, but understood by many to refer to a general pedagogical principle rather than to a definite set of exercises. This is the meaning which will be given to the term in this paper. The "direct" method is the result of the co-operation of three classes of students of language (philologists, phoneticians, and educators, many of them the most distinguished of

our time) in the study of the physiological and psychological processes of speech, with a view to the setting up of new standards for the teaching and learning of foreign languages. Like other reform methods the direct method lays great stress upon the use of the foreign language in the classroom, but recognizes the fact that it is not quite the same thing for an adult to learn a foreign language as for a child to learn his native tongue, and insists that all the previous training of eye, ear, hand, and mind which the pupil has enjoyed shall be made use of. The direct method advocates therefore the use of the foreign language in the classroom as much as possible, though certain grammatical or other explanations which would be obscure and time-consuming in the foreign tongue may be made in the vernacular; translation is used only for the purpose of informing the teacher as quickly as possible whether the pupil understands what he has read.

Grammar is used as the means to an end, not as an end in itself. The grammar drill should, therefore, consist in variations of familiar sentences using different forms of verbs, nouns, or pronouns, in order to establish new and correct speech habits. Attention should be called to the correct rather than the incorrect use of words; the practice so common of putting incorrect forms on the board for correction is discouraged, as it helps to impress the faulty expression on the pupil's mind.

Great stress is laid on correct pronunciation, and to secure this thorough training in phonetics on the part of the teacher is demanded. The teacher must not only know how the sounds in the foreign language are formed, but must also know something about the articulatory habits of the pupil in order to prevent his making mistakes which he later will find it difficult to correct. For instance, the sound *th* (as in *this*) is not in itself a difficult sound to form, but it is exceedingly difficult to break one's self of the habit of substituting the sound of *d* or *z* for it, if the habit is once formed. The fact that the majority of foreigners make this mistake shows conclusively that the ear cannot be trusted alone to give us information as to character of a sound; we must also know how to adjust our organs of speech in order to produce the sound. If, then, there is sufficient repetition of these correct motions an articulatory habit is formed and the production of the sound becomes involuntary. (See Americanization Bulletin No. 5.)

The vocabulary should be a practical one, containing words essential to the pupil in everyday life and capable of being interpreted by reference to objects or actions, or by means of words already learned. It should be gradually and systematically increased, with much repetition and with the use of all possible aids to memory by association. The reading matter should not only furnish this practical vocabulary, but should give the pupil information about the country in which the language is spoken, the people, their history, customs and institutions.

In order to help the pupil to understand what is said and to impress the words on his mind the most vivid methods of presentation should be used. Here the "dramatic" method is of great value. The teacher acts out the meaning of the words while pronouncing them; the pupil is then encouraged to perform the acts and repeat the words himself, thus associating in his mind very closely the sound of the word with its content. Pictures can also be used very effectively for this purpose. They not only help to interpret the meaning of the word, and fix it in the pupil's mind, but provide very interesting material for the conversational part of the lesson.

In the preparation of texts in English for foreigners certain factors must be taken into consideration. The *teachers* who are to use them will often be men and women with a strong desire for service but with no professional training, no possession of the special technique of teaching a foreign language. Many have not had the experience themselves of learning to speak a foreign language and very few have had phonetic training. The book must, therefore, serve as a method book for the teacher as well as a text for the pupil.

The *pupil* is generally an adult of limited education, often illiterate, who comes to his lesson after a day's hard work, so that the method suitable to the high school or college student must be modified for him. The reading matter should also be adapted to the particular needs of the pupil. There should, therefore, be at least three different kinds of beginner's text-books for adults:

1. For *illiterates.*
2. For *men* and *women* in *industry.*
3. For *women* in the *home.*

Among the newer texts in English for foreigners we have several which have attempted to apply the principles of the direct

method in teaching of foreign languages to the special problem of instruction of the immigrant in English. Some have followed Berlitz, others Gouin, in the general method of presentation; still others combine the two systems, using the object method in the introductory lessons, and following them by groups of themes. A few of these texts will be briefly described.

BOOKS FOR BEGINNERS

1. For Women:

Austin, Ruth, "Lessons in English for Women." American Book Co., 1913.

Combination of object and theme method for the first fifteen lessons, then reading lessons containing matters of interest to the working woman, the housewife or mother. Neither language nor phonetic drill, the only exercises being questions on the reading lessons. The method of teaching carefully explained for the first lesson, after that little aid for the teacher.

Sharpe, Mary F., "First Reader for Foreigners." American Book Co., 1911.

Combination of object and theme methods in introductory lessons, followed by simple reading lessons dealing especially with the experiences and duties of housewife and mother. Enunciation exercises, little language drill. Very attractive illustrations, many of them copies of masterpieces. Very few aids to teachers. While this book is not listed as a text for women, the lessons are better adapted to the use of women than men.

2. For Men and Women:

Beshgeturian, Azniv, "Foreigners' Guide to English." New York Immigrant Publication Society, 1916.

Object method. Very simple, easy sentences, using words of everyday life with much repetition and thorough language drill, verb forms being especially well treated. Good phonic drill. Later lessons, somewhat more difficult, furnish information about the United States and the duties of an American citizen. Contains very helpful suggestions to teachers.

Field and Coveney, "English for New Americans," Silver, Burdett & Co., 1911

Object method. Very short and simple, often rather disconnected sentences dealing with familiar objects and everyday experiences. Language difficulties introduced gradually and logically with much repetition and abundant material for practice; exercises for phonic drill. Last few lessons contain items of information to foreigners about the United States. Vocabulary translated into ten languages.

O'Brien, Sara, "English for Foreigners." Houghton Mifflin Co., 1907.

Combination of object and theme method in beginning, followed by reading lessons giving useful information about personal hygiene, customs and institutions of the United States. Language and phonic drill. More rapid progress than in preceding texts, therefore less suited to the use of the illiterate foreigner.

Price, Isaac, "The Direct Method of Teaching English to Foreigners." Frank D. Beattys, 1913.

Object method in first lesson, followed by groups of themes, containing a practical vocabulary, but many of them over-long and not sufficiently connected. Very thorough, systematic drill in language, also phonics. Very valuable suggestions to teacher; the book is in fact quite as much a method book for teachers as an actual classroom text.

Roberts, Peter, "English for Coming Americans." Y. M. C. A. Press, N. Y., 1912.

Theme method. Course consists of thirty lessons, in three series of ten lessons each; the Domestic, the Industrial, and the Commercial series, issued in leaflet form. Each leaflet contains groups of fifteen to twenty sentences describing experiences common to all, told in the language of everyday life. They are to be presented to the class dramatically, the first appeal being made to the ear. After the sentences have been practiced repeatedly the pupil is taught to read and write them. Language lessons are suggested to be used in connection with each exercise. The lessons are accompanied by a teachers' manual, giving full directions for teaching them. These lessons have undoubtedly had a very strong influence in the development in the United States of methods for teaching English to adult foreigners.

FOR ADVANCED CLASSES

Houghton, "Second Book for Foreigners." American Book Co., 1917.

Reading lessons well adapted to the needs of foreigners, containing information about customs, institutions, etc., of the United States, also directions for naturalization. Very good language drill.

Mintz, "The New American Citizen." A reader for foreigners. Macmillan, 1917.

Simple, interesting stories from American history, well illustrated, also descriptions of the country, its institutions, and the duties of the citizen. Instructive lessons on sanitation and personal hygiene.

O'Brien, "English for Foreigners." Book II. Houghton Mifflin Co., 1909.

Reading lessons containing stories from American history, descriptions of American life and customs; much good advice and useful information. Excellent exercises for language and phonic drill, also English definitions of difficult words.

Prior and Ryan, "How to Learn English." Macmillan, 1911.

A reader, containing selections simply written, of interest and value to the foreign-born adult; matters which touch his own life and which he ought to know; information about the United States, its customs, institutions, and government, and regulations for naturalization.

Roberts, "English for Coming Americans." Book II. Y. M. C. A., 1918.

Easy stories, furnishing good material for grammar drill and practical vocabulary; but offering the pupil no information about the country and its institutions.

There are more than eighty general text-books in English for foreigners, besides more than double that number that are written in a foreign language, or that treat the subject from the standpoint of one group of foreigners; such as English for Poles, or English for Italians. A rather complete bibliography of such text-books and other publications of interest to the teacher of English to foreigners is contained in a bulletin by Winthrop Talbot: "Teaching English to Aliens," Department of the

Interior, Bureau of Education, 1917, Bulletin No. 39. Copies may be procured from the Superintendent of Documents, Government Printing Office, Washington, D. C., at ten cents a copy.

For the Teacher

One or all of the three following books should be in the hands of every teacher in Americanization classes:

Goldberger, "How to Teach English to Foreigners." Henry H. Goldberger, Public School 13, New York City, 1915.

Mahoney and Herlihy, "First Steps in Americanization." Houghton Mifflin Co., 1918.

This is the most recent book. Its suggestions have the advantage of much recent experience and are admirably non-technical.

Roberts, Peter, "English for Coming Americans." Teachers' Manual. Association Press, 15 E. 28th street, New York City, 1912.

These pamphlets are all valuable to teachers of immigrants:

California Commission of Immigration and Housing, "The Home Teacher." California State Printing Office, Sacramento, 1916.

Finch, "The Rochester Plan of Immigrant Education." Reprinted from the Twelfth Annual Report of the New York State Education Department.

United States Bureau of Education, "Education of Immigrants." Bulletin, 1913, No. 51.

A few books on the teaching of foreign languages which the teacher will find helpful:

Bahlsen, "New Methods of Teaching Modern Languages." Ginn & Co., 1905.

Gouin, "Art of Teaching and Studying Language." London & Liverpool, G. Phillip & Son, 1896.

Jespersen, "How to Teach a Foreign Language." Macmillan, 1904.

Krause, "The Direct Method in Foreign Languages." Scribner's Sons, 1916.

U. S. Bureau of Education, "Teaching of Modern Languages," in the U. S. Bulletin, 1913, No. 3.

The following books on English phonetics are obtainable in this country:

Barrows, "English Sounds for Foreign Tongues." A drill book. Ohio State University Press, Columbus, Ohio, 1918.

Dumville, "The Science of Speech." London University Press, 1909.

Rippmann, "The Sounds of Spoken English." Dent & Co., 1906.

Rippmann, "English Sounds." E. P. Dutton, 1918.

Soames, "Introduction to English, French and German Sounds." Macmillan & Co., 1913.

5. The Report of the Ohio Branch of the Council of National Defense, Proposing a Constructive Program for Americanization in Ohio

PREPARED AT REQUEST OF THE JOINT COMMITTEE ON GERMAN PROPAGANDA OF THE 83D GENERAL ASSEMBLY

LEGISLATION FOR AMERICANIZATION

What can the General Assembly do to carry out an Americanization program in Ohio?

It was in reply to the request of the Joint Committee on German Propaganda that this report was prepared by the Ohio Branch of the Council of National Defense. The Council not only had turned up evidences of German propaganda, but was able to get at the root of it and determine the causes.

To eliminate the conditions responsible for this propaganda, and similar activities, the Council sets forth in this report three constructive lines of action, as follows:

FIRST. To include the study of United States history, American government, and citizenship in the courses for the seventh and eighth grades. (Senate Bill 140; Senator H. J. Ritter.)

SECOND. To require attendance at school of non-English-speaking and illiterate minors. (House Bill 301; Rep. H. J. Jones.)

THIRD. To establish a committee for a period lasting until close of the next legislature to carry on Americanization work and patriotic education. (House Bill 469; Rep. Geo. S. Myers.)

This report is published by the Ohio Branch of the Council of National Defense as presented to the Joint Committee on

German Propaganda. The members of the committee are: Senator H. J. Ritter, chairman; Senator H. Ross Ake, Senator George W. Holl, Representative John W. Gorrell, Representative George S. Myers and Representative R. C. Dunn.

The Ritter and Myers bills above mentioned were introduced by members of the Joint Committee while the other measure already had been prepared and was found adequate to cover those phases of the recommendations of the Council of National Defense.

THE EXTENT OF GERMAN PROPAGANDA IN OHIO DURING THE WAR

Throughout the war anti-American propaganda was encountered in certain sections of Ohio. Occasionally this seemed to be somewhat organized, but generally it appeared to be merely the expression of individual opinions.

In sections where work with which we were connected met any anti-American activity the apparent leaders were in many cases ministers or other religious leaders of denominations opposed to war or composed largely of first or second generation immigrants from enemy country. In occasional cases such a leader was outspoken in his opposition to war activities of the state and nation, but in a greater number of cases the position assumed was simply one of inactivity and non-participation in war measures, rather than of active opposition.

Of course during the war period the charge of "Pro-Germanism" was often made without any basis of fact and caused suspicion to be directed toward persons thoroughly patriotic.

The charge of being "Pro-German" was often made against violators of the provisions of the Food Control Act, but in only a comparatively few cases could such a charge be sustained, and in not a single case did we ask for internment of any violator of the Food Act.

THREATS OF ARMED RESISTANCE BY FOOD HOARDERS FAILED TO MATERIALIZE WHEN THE SHOWDOWN CAME

During the spring of 1918 when it was necessary to secure the marketing of all wheat, a few farmers had to be served with formal notice to market their grain, but this withholding of breadstuffs was in the majority of cases due to "pure contrariness" or resentment at governmental interference. At one time

a rumor reached our office that in one community a number of farmers born in Germany or of German descent were withholding their wheat, but careful investigation proved that the rumor was false. In a few cases we were notified rather directly as to what would happen in one or two German communities if we molested hoarded foodstuffs, but in every case an investigation was promptly made and the threatened armed resistance failed to materialize.

In some of the industrial communities foreigners of various nationalities undertook early in the war to secure considerable amounts of foodstuffs to prevent inconvenience from possible shortage. This seemed to be due generally to ignorance or lack of interest in the results of the war, and not to any active desire to hamper the United States and her allies.

How Conscientious Objectors Were Handled to Prevent Spread of Their Opposition

In connection with the handling of so-called "conscientious objectors" we felt that it was a mistake to send these men into rural communities to work, owing to the opportunity it gave them freely to express their opposition to the war and also the effect generally produced by their presence with friends or fellow religionists in the community.

We recommended, as a more satisfactory plan, that any of these men sent from camp to work be assigned in squads under military discipline to assist in the construction of military depots and other similar government undertaking.

We have not undertaken to discuss German propaganda before and during the war as disclosed by investigations of the Department of Justice for the reason that the war activities carried on under our general supervision were along entirely different lines of work.

597,245 Foreign-Born Persons at Root of Illiteracy

Any study which takes into consideration the number of foreign-born in Ohio, the diversity of races and nationalities, and our failure to assimilate in any satisfactory way these immigrants, leads one to marvel that we could have come through our war experience without anti-Americanism a hundredfold more pronounced.

The latest available population figures by which nationality are found in the United States Census Report for 1910, and those figures show that in Ohio at that time 597,245, or 12.5 per cent. of the total population (4,767,121) were foreign-born whites; 333,985, or 7 per cent. of the total population were born in enemy countries — Germany or Austria-Hungary.

In eight of the fourteen cities with a population in 1910 of 25,000 or over the proportion of foreign-born whites varies from one in eight to three in eight. Those cities, with the per cent. of foreign-born whites, are:

Lorain	37.8
Cleveland	34.9
Youngstown	31.4
Akron	19.2
Toledo	19.0
Canton	17.2
Cincinnati	15.6
Dayton	11.9

IN TEN FAIR SIZED CITIES ALIENS VARY FROM ONE IN EIGHT TO TWO IN EIGHT

In ten of thirteen cities with a population in 1910 of 10,000 to 25,000 the foreign-born varied from one in eight to two in eight. Those cities with the per cent. of foreign-born whites are:

Ashtabula	25.7
Lakewood	25.7
Steubenville	23.2
Elyria	20.6
Alliance	17.6
Bellaire	16.4
Sandusky	16.2
Mansfield	13.3
Massillon	12.4
Warren	12.2

Even of greater significance are the figures relative to per cent. born in enemy countries — Germany and Austria-Hungary. The proportion was one in ten or greater in six of the fourteen cities of 25,000 population or over and in four of the thirteen cities

of 10,000 to 25,000 population. The cities with the per cent. born in Germany or Austria-Hungary follow:

Lorain	25.3
Cleveland	20.5
Youngstown	14.7
Toledo	11.3
Akron	10.7
Cincinnati	10.0
Lakewood	16.0
Sandusky	11.7
Elyria	11.0
Mansfield	10.4

In some of the counties without large centers of population the conditions are likewise worthy of attention on the part of the committee.

"PRO-GERMANISM" FOUND IN SOME COUNTIES AMONG SECOND GENERATION OF IMMIGRANTS

"Pro-Germanism" was found in some counties where the percentage of foreign-born was low but where there was a large number of second-generation immigrants (native-born of foreign parentage). We neglected to Americanize our immigrants of the previous generation but allowed German propaganda to be carried on, hence lack of loyalty in the second generation.

For the information of the Committee we have entered below data from the 1910 census showing for each county in the state the total population, per cent. foreign-born, per cent. native-born of foreign parentage, and per cent. born in enemy countries — Germany and Austria-Hungary — *where that figure is 2 per cent. or more:*

County	Total population	Per cent. foreign-born whites	Per cent. native-born of foreign or mixed parentage	Per cent. born in Germany or Austria-Hungary
Adams	24,755	0.5	2.8	.....
Allen	56,580	4.2	13.5	.....
Ashland	22,975	2.7	8.4	.....
Ashtabula	59,547	14.2	20.1	2.2
Athens	47,798	5.3	9.2	2.4
Auglaize	31,246	4.0	19.4	3.3
Belmont	76,856	15.1	16.4	8.3
Brown	24,832	1.9	8.7	.....
Butler	70,271	8.2	22.3	5.5

County	Total population	Per cent. foreign-born whites	Per cent. native-born of foreign or mixed parentage	Per cent. born in Germany or Austria-Hungary
Carroll	15,761	5.1	11.6	.....
Champaign	26,351	2.0	6.6	.....
Clark	66,435	5.4	14.6	2.0
Clermont	29,551	3.6	11.3	2.5
Clinton	23,680	1.0	4.1	.....
Columbiana	76,619	9.5	16.9	2.4
Coshocton	30,121	2.9	12.0	.....
Crawford	34,036	7.3	22.1	4.9
Cuyahoga	637,525	33.6	39.4	19.7
Darke	42,933	2.4	8.6	.....
Defiance	24,498	5.8	21.6	4.3
Delaware	27,182	2.7	9.5	.....
Erie	38,327	16.0	36.3	10.8
Fairfield	39,201	1.8	9.0	.....
Fayette	21,744	0.7	3.2	.....
Franklin	221,567	8.4	18.3	3.9
Fulton	23,914	5.1	17.2	2.2
Gallia	25,745	1.2	5.2	.....
Geauga	14,670	9.4	16.0	3.9
Greene	29,733	2.0	6.5	.....
Guernsey	42,716	9.2	11.8	5.4
Hamilton	460,732	14.3	34.7	9.2
Hancock	37,860	3.0	10.9	.....
Hardin	30,407	2.8	11.2	.....
Harrison	19,076	3.2	5.7	.....
Henry	25,119	7.2	23.8	6.2
Highland	28,711	0.9	3.9	.....
Hocking	23,650	3.5	8.7	2.1
Holmes	17,909	2.9	11.5	.....
Huron	34,206	8.5	20.7	3.6
Jackson	30,791	2.0	9.5	.....
Jefferson	65,423	22.4	19.0	8.9
Knox	30,181	3.3	8.0	.....
Lake	22,927	15.6	24.4	5.5
Lawrence	39,488	1.8	7.5	.....
Licking	55,590	4.8	10.0	2.4
Logan	30,084	1.2	5.9	.....
Lorain	76,037	24.5	29.1	15.1
Lucas	192,728	18.0	34.4	10.7
Madison	19,902	2.0	7.3	.....
Mahoning	116,151	28.8	29.5	14.4
Marion	33,971	4.0	13.0	.....
Medina	23,598	6.0	14.3	.....
Meigs	25,594	1.9	9.2	.....
Mercer	27,536	4.0	18.9	.....

County	Total population	Per cent. foreign-born whites	Per cent. native-born of foreign or mixed parentage	Per cent. born in Germany or Austria-Hungary
Miami	45,047	3.3	11.4	.....
Monroe	24,244	2.4	12.7	.....
Montgomery	163,763	10.1	19.0	6.6
Morgan	16,097	1.1	4.2	.....
Morrow	16,815	1.2	6.3	.....
Muskingum	57,488	3.9	10.5	.....
Noble	18,601	3.2	6.7	2.4
Ottawa	22,360	19.2	36.9	15.3
Paulding	22,730	3.0	10.7	.....
Perry	35,396	7.3	13.7	2.8
Pickaway	26,158	1.8	5.3	.....
Pike	15,723	1.4	6.1	.....
Portage	30,307	9.3	17.3	2.6
Preble	23,834	2.0	7.7	.....
Putnam	29,972	3.6	17.8	.....
Richland	47,667	8.2	14.7	5.8
Ross	40,069	2.2	9.6	.....
Sandusky	35,171	8.4	23.7	5.4
Scioto	48,463	3.0	11.0	.....
Seneca	42,421	5.6	18.0	3.4
Shelby	24,663	3.1	16.4	.....
Stark	122,987	14.0	22.0	6.8
Summit	108,253	18.4	22.9	10.9
Trumbull	52,766	14.8	22.8	3.6
Tuscarawas	57,035	9.2	19.3	3.4
Union	21,871	1.6	7.8	.....
Van Wert	29,119	2.7	11.3	.....
Vinton	13,096	0.8	4.0	.....
Warren	24,497	2.6	8.1	.....
Washington	45,422	2.5	11.9	.....
Wayne	38,058	5.4	14.6	.....
Williams	25,198	3.5	13.5	.....
Wood	46,330	6.9	18.3	.....
Wyandot	20,760	3.7	15.4	.....

Note.— Percentage under two per cent. not entered of Born in Germany or Austria-Hungary.

Upon the state map No. 1 has been entered the percentage which the foreign-born formed in 1910 of the total population of each county. Figures are entered only for counties having *three or more per cent. foreign-born.*

More Than Half of Foreign-Born in Ohio Came From Enemy Country — Germany or Austria

More than one-half (55.9 per cent.) of the foreign-born in Ohio in 1910 were born in enemy country — Germany or Austria-Hungary. The country of birth of the 597,245 foreign-born in Ohio according to the 1910 census was as follows:

Germany	175,091
Austria-Hungary	158,768
Russia	48,756
England	43,335
Italy	41,620
Ireland	40,057
Canada	23,191
Switzerland	10,988
Scotland	10,704
Wales	9,376
Sweden	5,522
France	4,836
Finland	3,988
Turkey	3,976
Roumania	3,974
Greece	2,555
Holland	2,278
Denmark	1,837
Belgium	1,525
All other countries	4,868

No. 1

PERCENTAGE OF FOREIGN-BORN WHITES BY LAST CENSUS FIGURES

(Map of State of Ohio showing percentage of foreign-born whites.)

Nearly Half Foreign-Born Males of Voting Age in the State Are Not Naturalized

Males of voting age (21 years and over) numbered 1,484,265 in Ohio in 1910. One-fifth of these men (20.8 per cent.) were foreign-born white. The census classification was as follows:

Native-born white	841,556
Native-born of foreign or mixed parentage	294,443

Foreign-born, white	308,478
Negro	39,188
Others	600

The citizenship status of 34,648 foreign-born males of voting age was not reported, but of the 273,830 for which information was secured

142,465, or 52.0 per cent., were naturalized.
17,509, or 6.4 per cent., had first papers only.
113,856, or 41.6 per cent., were aliens.

GREAT MASS OF FOREIGN-BORN UNABLE TO SPEAK ENGLISH, UNITED STATES INVESTIGATION SHOWS

Data relative to ability of foreign-born to speak English are not available for Ohio, but reference to the reports of the United States Immigration Commission discloses the following for foreign-born wage earners in representative manufacturing and mining localities throughout the United States:

246,673 foreign-born of *non-English-speaking races* were studied.
53.2 per cent. could speak English.
28.6 per cent. of those in the U. S. less than 5 years could speak English.
59.6 per cent. of those in the U. S. from 5 to 9 years could speak English.
83.1 per cent. of those in the U. S. 10 years or longer could speak English.
88.7 per cent. of those who came to the U. S. before they were 14 years of age could speak English.
48.3 per cent. of those who came to the U. S. after they were 14 years of age could speak English.

"TALE OF TWO CITIES" SHOWS UNFITNESS OF MANY MEN OF VOTING AGE TO BE CITIZENS

Practically all of our industrial cities have made tremendous growth since 1910, but with the increase in population it is doubtful whether there has been much change with reference to proportionate number of foreign-born and literacy and citizenship of such foreign-born.

The 1910 census shows the following facts for a certain industrial town having at the present time a population of ten or twelve thousand:

Total population (1910)	4,972	
Foreign-born, white	3,866	or 77.8 per cent.
Males of voting age	2,972	
Native-born, white	107	
Native-born, white, foreign parentage	49	
Foreign-born whites	2,814	
Negro	2	

Only 107 of the 2,814 foreign-born males of voting age were naturalized.

Twenty-four and six-tenths per cent. of *all persons* 10 *years of age* or over were illiterate.

Twenty-seven and one-tenth of *all males of voting age* were illiterate.

The 1910 census shows for another Ohio city the following:

Total population (1910)	22,391	
Foreign-born, white	5,214	or 23.2 per cent
Males of voting age	7,875	
Native-born, white	3,341	
Native-born, white, foreign parentage	1,189	
Foreign-born, white	3,103	
Negro	236	
Chinese, Japanese, etc.	6	

Only 589 of the 3,103 foreign-born males of voting age were naturalized. 5.4 per cent of *all persons* 10 *years of age* or over were illiterate. 8.2 per cent. of *all males of voting age* were illiterate.

THREE PHASES OF WORK ARE URGED AS FIRST CONSTRUCTIVE STEPS

Taking into consideration the conditions in Ohio, the Special Committee on Americanization working under the general direction of the Ohio Branch, Council of National Defense, recom-

mends legislation looking toward three more or less distinct phases of work, as follows:

1. Requiring inclusion in the prescribed course of study for the seventh and eighth grades of United States history, American government and citizenship.

2. Requiring attendance at school of non-English speaking and illiterate minors.

3. Providing for the development of Americanization work and the encouragement of patriotic education and assimilation of foreign-born residents.

An explanation of each of these measures may be of interest:

Civics.— The report of the United States Commissioner of Education gives the enrollment of pupils in Ohio public and private schools in 1915 as 1,056,257 distributed as follows:

Elementary schools	942,937
Secondary schools (high schools)	92,451
Higher schools (colleges, universities, normal schools, etc.)	20,869

MOST BOYS AND GIRLS QUIT SCHOOL WITHOUT BEING TAUGHT FUNDAMENTALS OF OUR GOVERNMENT

That is, 89.3 per cent. of the pupils were enrolled in the primary and grammar schools, 8.7 per cent. in high schools and 2.0 per cent. in colleges, universities, and normal schools. Of course, with a growing population the percentage reaching high school would be somewhat higher than is indicated by the enrollment for any single year, but for this state it is a conservative estimate that at least four out of five of our young people quit school in the grades — that is, either upon completion of the eighth grade or at some stage below that point. Civics is now taught in a few grade schools but the subject is not included in the prescribed graded course of study, which means that a great majority of boys and girls are leaving school *without having had any careful instruction in the fundamentals of American government.*

The bill covering the matter drafted by the Special Americanization Committee was submitted to your Special Committee on German Propaganda and your chairman, Mr. Ritter, has kindly introduced it as Senate Bill No. 140.

The bill follows:

"Section 1. That sections 7645 and 7762 of the General Code be amended to read as follows:

"Section 7645. Boards of education are required to prescribe a graded course of study for all schools under their control in the branches named in section 7648, subject to the approval of the superintendent of public instruction. The course of study mentioned in this section shall include American government and citizenship in the seventh and eighth grades.

Section 7762. All parents, guardians and other persons who have care of children, shall instruct them, or cause them to be instructed, in reading, spelling, writing, English grammar, geography, . . . arithmetic, United States history, American government and citizenship.

Native Illiterates and Foreign-Born Illiterates Form Two Distinct Classes to be Educated

Non-English-speaking and illiterate minors.— Two somewhat distinct problems in illiteracy are found in Ohio; first, the illiteracy among the native white population in a few counties, and second, the illiteracy among the foreign-born population.

Of the 124,774 illiterates 10 years of age or over, according to the 1910 census, 66,887, or 53.6 per cent. of the total illiterates, were foreign-born.

Map No. 2 illustrates the illiteracy problem among the native white population and map No. 3 the problem of the foreign-born illiterates.

The 1910 census shows that while certain counties whose population consists largely of native-born have a high percentage of illiteracy the state as a whole has a very low percentage of illiteracy among native whites but a high percentage among foreign-born, as follows:

One and five-tenths per cent. of native-born whites 10 years of age or over are illiterate.

Eleven and five-tenths per cent. of foreign-born whites 10 years of age or over are illiterate.

Eleven and one-tenth per cent. of negroes 10 years of age or over are illiterate.

The table shows for each of the cities with a population of 25,000 or over in 1910 the percentage of the population 10 years

of age or over who were illiterate in each of the three indicated population groups:

City	Native-born white	Foreign-born white	Negro
Akron	.5	11.6	8.9
Canton	.4	15.4	2.0
Cincinnati	.8	9.6	14.3
Cleveland	.2	10.5	4.1
Columbus	1.2	12.6	8.7
Dayton	.5	10.6	9.5
Hamilton	.7	4.8	10.2
Lima	.9	7.8	5.6
Lorain	.2	11.5	2.3
Newark	.5	7.4	7.1
Springfield	.5	9.7	8.5
Toledo	.7	9.6	4.3
Youngstown	.4	17.8	5.8
Zanesville	.9	13.7	8.7

No. 2

NATIVE-BORN WHITE ILLITERATES AGED 10 OR OVER

(Map of State of Ohio showing percentage of native-born illiterate whites.)

No. 3

FOREIGN-BORN WHITE ILLITERATES AGED TEN OR OVER

(Map of State of Ohio showing percentage of foreign-born illiterate whites.)

We have entered below similar data for each of the counties of the state:

City	Native-born white	Foreign-born white	Negro
Adams	5.2	3.3	17.9
Allen	1.2	7.4	5.5
Ashland	1.0	7.7	(a)
Ashtabula	.5	12.2	5.8
Athens	4.6	17.7	16.4
Auglaize	1.8	5.8	(a)
Belmont	2.1	17.3	12.3
Brown	2.3	5.4	18.0

City	Native-born white	Foreign-born white	Negro
Butler	1.0	6.1	11.1
Carroll	1.3	21.3	(a)
Champaign	1.7	10.9	6.7
Clark	.8	9.7	9.0
Clermont	1.9	4.2	13.3
Clinton	2.2	5.4	12.8
Columbiana	1.1	12.3	6.0
Coshocton	2.6	11.6	(a)
Crawford	.7	8.1	(a)
Cuyahoga	.2	10.2	4.2
Darke	2.1	27.9	7.2
Defiance	1.3	5.4	(a)
Delaware	.9	7.4	5.5
Erie	1.2	7.8	15.9
Fairfield	2.4	8.6	6.3
Fayette	3.5	9.2	14.3
Franklin	1.3	12.9	9.1
Fulton	1.1	5.1	(a)
Gallia	5.9	16.3	14.9
Geauga	.5	8.0	(a)
Greene	1.5	9.3	12.8
Guernsey	1.7	32.5	9.3
Hamilton	.7	9.1	14.6
Hancock	1.2	4.3	3.9
Hardin	1.3	5.0	11.7
Harrison	1.4	17.8	10.2
Henry	1.4	7.6	(a)
Highland	2.1	6.3	13.8
Hocking	5.3	31.7	19.0
Holmes	1.7	11.1	(a)
Huron	.5	9.1	14.0
Jackson	6.9	16.5	17.6
Jefferson	1.3	20.9	7.2
Knox	1.1	9.0	7.1
Lake	.4	12.6	6.5
Lawrence	7.9	14.8	20.7
Licking	.8	8.3	6.5
Logan	1.2	5.6	7.6
Lorain	.4	11.2	6.7
Lucas	.9	9.5	4.4
Madison	2.6	13.5	13.3
Mahoning	.6	18.0	6.1
Marion	1.1	11.5	12.3
Medina	1.1	4.2	(a)
Meigs	2.8	7.1	14.2
Mercer	1.8	2.8	(a)
Miami	1.4	8.8	13.1
Monroe	3.7	12.6	(a)

City	Native-born white	Foreign-born white	Neg o
Montgomery	1.0	10.2	13.8
Morgan	2.0	3.4	13.0
Morrow	1.0	8.1	(a)
Muskingum	1.5	14.8	9.4
Noble	2.9	15.9	(a)
Ottawa	1.8	15.3	(a)
Paulding	3.2	11.5	11.0
Perry	2.4	13.1	9.4
Pickaway	3.3	14.0	16.6
Pike	7.3	13.2	21.3
Portage	.6	18.5	5.0
Preble	1.8	9.1	13.3
Putnam	1.9	9.7	(a)
Richland	.7	7.0	3.3
Ross	4.9	7.8	11.9
Sandusky	1.1	9.8	5.9
Scoto	5.5	8.8	15.4
Seneca	.9	9.1	10.3
Shelby	1.9	12.8	6.2
Stark	.6	13.0	5.4
Summit	.5	11.7	8.6
Trumbull	.8	31.4	10.2
Tuscarawas	1.8	10.0	17.2
Union	1.6	10.2	5.1
Van Wert	1.6	8.6	11.9
Vinton	5.5	(a)	13.2
Warren	1.4	5.8	11.5
Washington	2.7	8.3	11.5
Wayne	.8	9.8	(a)
Williams	1.0	7.2	(a)
Wood	1.6	8.9	12.0
Wyandot	1.4	4.4	(a)

(a) Per cent. omitted because of smallness of numbers.

UNLESS FOREIGN-BORN ARE EDUCATED AT ONCE ILLITERACY PROBLEM WILL GROW MORE ACUTE

Unless definite steps are taken to instruct the illiterate foreign-born, the problem will grow more acute as an increasing proportion of our immigrants have been coming from southern and eastern Europe where educational and economic conditions are such that a very large proportion of the population is illiterate. What the flow or source of immigration may be after the war is, of course, unknown, but it is fair to assume that the proportion originating in northern and western Europe will not be greater than it was immediately preceding the war.

The table shows the general source of immigration to the United States for each of the four decades within the period July 1, 1871, to June 30, 1910, and also for the four-year period July 1, 1910, to June 30, 1914:

NUMBER OF IMMIGRANTS

Period	Total Number of Immigrants to U. S.	From Northern and Western Europe	From Southern and Eastern Europe
1871–1880	2,812,191	2,071,374	200,955
1881–1890	5,246,613	3,779,315	959,951
1891–1900	3,687,564	1,643,613	1,942,164
1901–1910	8,795,386	1,910,700	6,302,709
1911–1914 (4 years)	4,133,631	710,700	2,953,906

PER CENT OF TOTAL IMMIGRATION

Period	From Northern and Western Europe	From Southern and Eastern Europe
1871–1800	73.7	7.1
1881–1890	72.0	18.3
1891–1900	44.8	52.8
1901–1910	21.8	71.9
1911–1914 (4 years)	17.2	71.5

It will be noted from this table that a comparison of immigration during the decade ending in 1910 with the decade ending in 1890 shows that while from northern and western Europe the number of immigrants was reduced almost 50 per cent. the immigration from southern and eastern Europe was increased almost sevenfold.

The significance, from the point of illiteracy, of the shift in origin of immigration to the United States can be seen by an examination of available figures for the twelve-year period ending June 30, 1910.

MORE THAN ONE-FOURTH OF IMMIGRANTS TO UNITED STATES CAN NEITHER READ NOR WRITE ANY LANGUAGE

More than one-fourth (26.7 per cent.) of the total number of immigrants could neither read nor write. From southern and eastern Europe the South Italian furnished the largest number

of immigrants and 53.9 per cent. were illiterate; the Polish were next in number and 35.4 per cent. were illiterate.

Among races from northern and western Europe the percentage of illiteracy for the Scandinavians was 0.4 per cent., for English 1.0 per cent., for Irish 2.6 per cent, and for Scotch 0.7 per cent.

Information as to proportion of immigrants speaking English is not available for Ohio, but a study of immigration in the principal manufacturing and mining centers throughout the United States made by the United States Immigration Commission a few years ago included 507,256 wage-earners. Of that number 293,541, or 57.9 per cent., were foreign-born. Included in the foreign-born were 246,673 of non-English-speaking races, and of that number 47.8 per cent., or almost one-half, were unable to speak English.

BILL WOULD STRIKE AT CORE OF TROUBLE BY PUTTING ILLITERATE MINORS IN SCHOOL

The Ohio Branch, Council of National Defense, through its Special Committee on Americanization, drafted a bill requiring the attendance at school of non-English-speaking and illiterate minors. Before this was introduced, however, a similar bill was introduced by Mr. Jones of Trumbull (H. B. No. 301). Mr. Jones kindly accepted certain minor amendments which include all recommendations of the Special Committee on Americanization. The bill follows:

"Section 1. Every person between sixteen and twenty-one years of age who does not possess such ability to speak, read or write the English language, as is required, for the completion of the sixth grade of the public schools of the district in which such person resides shall attend a public, private or a parochial school, or a part-time day school as provided for in section 7767 of the General Code, or an evening school as provided for in section 7679 of the General Code, or some school maintained by an employer, as hereinafter provided in the city or school district in which such person resides, for not less than four hours per week throughout the entire time such school is in session, or until such time as such person can pass a satisfactory sixth grade test in English and such test in civics and history as the state superintendent of public instruction shall prescribe, such tests to be given under the direction of the superintendent of public schools in the school district in which such person resides; provided that no

such person be required to attend, if the executive health officer of the city, village or district, where such person resides, or, if there be no health officer, a licensed physician appointed by the board of education, shall deem such person to be physically or mentally unfit to attend.

"Section 2. Any person subject to the provisions of this act, who wilfully violates any of the provisions of this act shall be punished by a fine of not exceeding five dollars.

"Section 3. Every person having in his control any person subject to the provisions of this act shall cause such person to attend a school as hereby required; and if such person fails for six school sessions within a period of one month to cause such person so to attend, unless the executive officer of the board of health or physician appointed by the board of education shall certify that such person's physical, mental or social condition is such as to render his attendance at school harmful or impracticable, such person shall upon complaint by a truant officer be punished by a fine of not more than twenty dollars.

"Section 4. Whoever induces or attempts to induce such person to absent himself unlawfully from school or employs such person except as is provided by law, or harbors such person who, while school is in session, is absent unlawfully therefrom, shall be punished by a fine of not more than fifty dollars.

"Section 5. The public school authorities of city exempted village and rural school districts shall provide for the conduct of such courses as are required by this act and shall furnish such rooms, equipment and teaching force as may be necessary to give full effect to the intent thereof.

"Section 6. The employer of any person subject to the provisions of this act shall procure from such person and display in the place where such person is employed the weekly record of regular attendance at a school prescribed herein, and it shall be unlawful for any person to employ any person subject to the provisions of this act until and unless he procures and displays such weekly record as herein provided. It shall be the duty of the teacher or principal of the school which such person attends to provide each week such person with a true record of attendance.

"Section 7. Any employer may meet the requirement of this act by conducting a class or classes for teaching English and civics to foreign-born in shop, store, plant or factory under the supervision of the local school authorities, and any person subject

to the provisions of this act may satisfy the requirements by attendance upon such classes.

"Section 8. Mayors, justices of the peace, police judges and municipal court judges shall have final jurisdiction to try the offense prescribed in this act."

OHIO FOREIGN-BORN MUST BE BROUGHT INTO TOUCH WITH AMERICANS AND AMERICAN IDEALS

Americanization.— This term has come into common use during the war, although it is rather difficult to define it in any exact way. Mr. Lane, Secretary of the Interior, gives two definitions of the term: "Americanization is the making of an American out of one who was not born here by making him come to see that the institutions, policies and aspirations of America are those that suit him best," and again, "Americanization is the realization by one who is here, whether of foreign or native birth, that this is the land best worth living in and being a part of."

To teach the immigrant to speak English, to teach him to read and write, and to teach him the principles of our government are not sufficient. We have, by giving such instruction, merely "opened the door" and established a means of communication. We must bring him into touch in a vital way with our very lives. Instead of holding the immigrants in racial groups and thus preventing assimilation they must be brought into close touch with American institutions and *with Americans.*

To guard against future trouble we must win the loyal sympathy with the United States not only of our immigrants but many of the second generation. This last would not have been necessary if we had been alive to the situation in previous years.

The Ohio Branch, Council of National Defense, has been actively engaged in Americanization work for the past year. Through its special committee it has sought to arouse interest and stimulate Americanization activities in places where need is greatest. In carrying out this work it has prepared and given wide distribution to a series of six leaflets.

BULLETINS TELL STORY OF AMERICANIZATION AND HOW TO MAKE IMMIGRANTS FEEL AT HOME

The subjects presented in these bulletins are:

I. "What is Americanization?"

II. "A Practical Americanization Program for Ohio Cities."

III. "Americanization in Industries."

IV. "Americanization Through the Public Library."
V. "English Speech for Foreign Tongues; a Few Hints for Teachers."
VI. "Teaching English to Immigrants: Some Suggestions on Methods and Materials."

For text of Bulletin I, see page 3990.

State Committee Would Carry Forward Work of Americanization and Patriotic Education

The Special Committee on Americanization, believing that it is of the highest importance to stimulate such work throughout the state, have prepared a bill which was presented to your Special Committee on German Propaganda, and it has since been introduced by Mr. Myers, a member of your committee, as H. B. No. 469.

The bill follows:

"Section 1. There is hereby established an Americanization committee for the purpose of carrying on the Americanization and patriotic education work begun by the council of national defense, and of co-operating with the agencies of the federal government in furthering the study and application of Americanization and patriotic education work in this state.

"Section 2. The Americanization committee shall consist of five members, one of whom shall be the state superintendent of public instruction, and the other four of whom shall be appointed by the governor. Such committee shall terminate its existence at the close of the next regular session of the general assembly unless continued by that body. The members shall receive no compensation but shall be allowed their necessary traveling and other expenses while engaged in the work of the committee.

"Section 3. It shall be the duty of the Americanization committee to promote such programs for Americanization and patriotic education work as it may formulate; to co-operate with the federal agencies in the promotion of Americanization and patriotic education; to aid in the correlation of aims and work carried on by local bodies and private individuals and organizations; and to study the plans and methods which are proposed or are in use in this work. It shall be the duty of the committee to employ such methods, subject to existing laws as, in its judgment, will tend to bring into sympathetic and and mutually help-

ful relations the state and its residents of foreign origin, to protect immigrants from exploitation and abuse, to stimulate their acquisition and mastery of the English language, to develop their understanding of American government, institutions, and ideals, and, in general, to promote their assimilation and naturalization. For the above purposes, the committee shall have authority to co-operate with other offices, boards, bureaus, commissions, and departments of the state, and with all public agencies, federal, state and municipal.

"Section 4. The committee shall choose its own chairman, shall employ a director and such assistants as may be necessary, shall define their duties and fix their compensation. The expenses of an employee, when traveling in the interest of the committee, shall be paid from the funds hereinafter appropriated. The compensation of director and other assistants and traveling and other expenses shall be paid out on the warrant of the auditor of state on vouchers signed by the director approved by the chairman of the committee.

"Section 5. There is hereby appropriated out of any moneys in the state treasury to the credit of the general revenue fund and not otherwise appropriated, the sum of $25,000 for the purpose of carrying out the provisions of this act."

CONTROL OF IMMIGRANT BANKS AND AGENCIES URGED TO PREVENT EXPLOITATION OF IGNORANT

Among the many obstacles retarding assimilation of our immigrants are certain types of organizations which derive their profit largely by reason of the immigrants being unable to speak English and being in ignorance of American institutions. Among such organizations are so-called immigrant banks and steamship agencies organized by leaders of groups of foreigners. These banks and agencies render certain personal services for the immigrant but the tendency in the great majority of cases is to prevent Americanization in order to retain a hold on the immigrants. A greater degree of control over such establishments on the part of the state should be provided at once.

Respectfully submitted,

FREDE C. CROXTON,
Vice Chairman, Ohio Branch, Council of National Defense.

JULIETTE SESSIONS,
Associate Director of Americanization.

6. Americanization in Industries

Americanization Bulletin No. 3

Ohio Branch, Council of National Defense, Columbus

"There can be no doubt of the value that will accrue to our industries and to our nation through the Americanization of foreign-born workmen. Our failure to teach employees to speak the English language leaves a door open to many evils. This is particularly true now, when many sorts of destructive propaganda are being circulated and when foreign enemies are trying to undermine our system of government. It has been proved repeatedly that the Americanization of workmen has a stabilizing effect. It shows quick results in the reduction of labor turnover and tends to create a spirit of co-operation among the workmen which is impossible when they do not speak the same language." — Charles M. Schwab, Director-General of the Emergency Fleet Corporation of the United States Shipping Board.

Americanization in Industry

The case of the Americanization of the foreign-born workmen needs very little demonstration to the modern, far-sighted employer. It is almost universally recognized as one of the great industrial problems emphasized by war conditions. As Secretary of the Interior Lane said recently to a group of business men, "But all the patriotic utterances will be wasted effort, unless at the same time the spirit of fair play is observed in our dealings with the alien employees. All this (Americanization) is no longer theoretical, nor is it to be classed as philanthropy, charity, welfare work, or some effort at paternalism on the part of a kind-hearted employer. It is a straight business proposition."

This bulletin is intended to indicate how industries may help in the Americanization of their foreign-born workmen. There are many ways in which industries may assist in this work, among which the more important are:

1. Assistance may be given to the efforts of the public schools. Non-English-speaking workmen may be urged to attend night school. Aliens may be encouraged to take out citizenship papers. Time may be allowed for the filing of papers.

2. Arrangements may be made with the public schools to conduct classes in the plant during the day. Rooms and equipment

may be provided by the plant, teachers by the Board of Education. Men may be allowed to attend classes either on their own time or on the company's time. This plan of factory classes has been carried out with great success in Cleveland.

3. In case the Board of Education cannot attempt the work of immigrant education, it may be necessary to undertake educational work within the industry itself. A plan for such work is herein presented by Mr. H. T. Waller. Mr. Waller outlines a plan which has been put into operation with unquestioned success in the B. F. Goodrich plant at Akron, Ohio. No one who has seen the work there can fail to appreciate not only its economic advantage to the company, but the substantial public service rendered.

RAYMOND MOLEY,
Director of Americanization.

Early in 1918 Franklin D. Lane, Secretary of the Interior, called a conference on the problem of Americanization. It was attended by leaders of industry representing all sections and conditions of industry in this country. Practically a unanimous feeling existed in this conference as to the need of Americanization, both as a national and as an economic necessity.

There are very few employers of labor who today fail to recognize the fundamental necessity of solving in some way the problem of the foreign-speaking employee. The great, simple but all-powerful monosyllable "How" confronts every effort to meet this problem. Argument is not needed to prove this work is essential, but for the most part the field is an untried one and thus far has been touched only in a very small way. A few companies maintain special departments for this purpose. Several have made sporadic efforts, and have failed.

This paper presents an answer to the "How." It is a plan that has been worked. It has been put into practice, and has given positive results. Its execution calls for a reasonable amount of thoughtfulness, common sense, interest, and a comparatively small amount of money.

First. Secure if possible, from among your present employed force, some man with vision as to the possibilities of the rank and file of men. He should be a man of tact, practical education, big sympathies, and mightily interested in doing a piece of service that will be of great construction value to the nation, state,

community, and the industry that he represents. He must be known as the responsible head of the work of Americanization in your plant. He must be the recognized point of contact between community, industry, and the foreign-speaking groups. The position is one that calls for work within hours and out of hours, that calls for time to be given to foreign-speaking societies and to social events in church and society. This man must necessarily be broad in sympathies and not antagonistic to any creed or race. The requirements may seem hard to find but every plant has men with these latent qualities.

Second. The official head of your company should hold or cause to be held a conference of all foremen and subforemen who have under their jurisdiction considerable numbers of foreigners. This conference should be addressed by someone who can give a brief, convincing statement relative to the fundamentals underlying immigration, and the national and industrial problems which are the result of it together with the present peculiar significance of this work as it relates to the "winning of the war." The director of the Bureau of Education should suggest at this time the plan of procedure which puts the educational director on the basis of an assistant to the foreman, responsible to him for the school work in his department.

This conference should also present clearly to the group those fundamental things which are to be taught. The factory is not a school, its job is not education, its job is production, and education can have no place in the factory except as it is an influence in steadying or increasing production. Therefore, the four fundamentals brought out in the educational program must be along lines which will aid in increasing production:

1. Teach a working knowledge of English. This can be done with thirty lessons. The economic value of the employee able to understand written notices and instructions of a foreman is greatly increased. Accidents will be reduced to a minimum as men come to understand clearly what to do and when to do it. It is as important for a man to understand instructions as it is to know how to run a machine, in fact, the latter is entirely dependent upon the former.

2. Teach something of the history and the character of our great men — the contributions that they have made to this country, and the fact that every foreigner must add to that which he has received from the past.

3. Teach the rights and duties of citizenship. Irrespective of whether the man becomes a citizen of this country, he must recognize that he has certain obligations to the society in which he lives as well as the fact that he is entitled to certain rights under our government. The correct discussion of these problems brings out very definitely the man's responsibility to the community and to the industry that is a part of the community. Again, there is a distinct return to the employer because of this effort.

4. Give full opportunity for the expression of fine features in the national life of the various groups. All of the foreign-born have wonderful folk dances. The Roumanians in particular have a dance that calls for physical endurance; the Serbians one that is full of rhythm. The Hungarians through their orchestras, and the Slovaks through their gymnastics can enliven the classes. All these things tend to create an understanding between foreign and native that is of tremendous value in strengthening the morale of industry.

As a direct result of this conference every foreman should arrange to establish a school of Americanization in his department. In conference with the director of education he picks men or women whom he wishes to develop in leadership in his department and has them appointed as teachers on a volunteer basis. A small compensation may be given for the time put in, but no compensation for the teaching work in order that there may be from the very start a spirit of helpfulness and sympathy shown by all concerned. One week is given in which to organize the school in the department and to give the teachers that preliminary training essential to get the work under way. Bear in mind all the time that the greatest single influence for successful work is simply a sincere desire, on the part of all doing work in this field, to render friendly helpfulness. Do not under any circumstances allow the work to be killed by some foreman attempting to bulldoze employees into attending classes. It is better to establish at the beginning a friendly understanding than to have the work fail because of compulsion. This undertaking takes patience.

Third. To secure the attendance of the foreign-born. Be sure in the first place that you have someone to explain just what you want to do. Get an interpreter who is sympathetic as well as intelligent. Make the employee understand that he will be able to get along much better in the factory and in the community

if he is able to understand what is going on around him. Make him understand also that this is a co-operative plan. The company wants to help him to understand, it is for his interest also to understand. Again, many will say they are too old. Make it clear to them that if they will attend the school regularly for six weeks that they will not need to go longer if they don't wish to, that in the six weeks of thirty lessons they will be able to get a working knowledge of English so that they can read the newspaper, instructions, etc. With the first meeting be sure that the class goes with "pep," and that every scholar goes away with a smile on his face and a feeling that he has found a new friend. The school must provide exceptional attractions to offset the natural weariness that comes from the hard work of the day.

Fourth. Plan regular social entertainments for the scholars and their friends. Let the scholars have a large part in making up the program of entertainment. This point is one of most vital importance. It takes little effort,— it brings tremendous results. It helps to develop the interest of the foreign-born in the school, and it brings a convincing argument to the American workmen as to the value of this work among them, and in many cases shows the very high grade of fellow-workers they have among the foreign-speaking.

Fifth. Classes.— The time for classes depends entirely upon the shifts of the plant. The time of the classes in the plant in which this plan has been successfully worked were at 1:45, immediately before the 3 o'clock shift; 3:15 for those leaving work at 3, and 3:45 for those leaving work at 3:30, and classes in the evening for those leaving work at 5 o'clock. As a matter of fact the best time for classes is immediately following the close of the day's work. A half hour of instruction at this time regularly is of more value than two hours of instruction at some other time irregularly.

The size of the classes depends very largely upon the teacher. Some teachers cannot handle more than ten, others will handle as high as thirty. Ten is about the average. An important element in the size of the class is the grading. The best plan thus far is to have those of the same grade to meet in large groups. Concert teaching gives confidence to the scholars and this is of great value in making rapid progress.

Sixth. Teachers.— The teachers have previously been mentioned. The success or value of a work in Americanization

depends upon the teacher. The only test that I know of a good teacher is this: that the scholars continue to come. As long as this work is on a volunteer basis just so long must its success depend upon the ability of the teacher to win the confidence and friendliness of the scholar. It is a question of ability to secure point of contact; it is a question of enthusiasm and real desire to be of service rather than a question of specific training. Anyone with a real desire to be of service and with a little coaching can become a successful teacher of English to new Americans in industry.

From the industrial angle there is another point that should not be lost sight of. There have been many cases where young men who have started in teaching English to foreign-speaking have not been interested at all in the foreigner,—he has been a simple "dago" to him. After a few weeks' work on the job this man has become an admirer of the Italian and the word "dago" has gone from his vocabulary forever. This change in point of view is of large economic value to any department that is able thus to create a thorough understanding between the bosses and prospective bosses and the foreigners. This working together on a common problem by the foreigner and American is one of the most potent influences for better citizenship. There comes a mutual understanding and appreciation of the ability of each which can only react to the advantage of the industry and the community in which they live.

Do it! Procrastination has cost this country millions upon millions of dollars, and much loss of life. Today is the day to start. Now is the time to link up with one or two of your associates and have a conference on this matter. Now is the time to utilize the United States Bureau of Education, International Committee of the Y. M. C. A., the local Y. M. C. A., the State Council of Defense, the National Association of Corporation Schools, any or all of which will be glad to help. Much of the future depends upon today's action. It means much for the employer, for the employee and for the community which they serve.

H. T. WALLER,
Director, Bureau of Education, The B. F. Goodrich Co., Akron, Ohio.

Letter from A. J. BEATTY, *Director of Training,* the American Rolling Mill Company, Middletown, Ohio, November 12, 1919:

"We are very glad to write you about the good citizenship work which has been carried on for several years by the American Rolling Mill Company.

"In regard to our attitude on compulsory education of adult foreigners, we have very definite opinions against *compulsory* attendance at school. This is especially true with reference to adult foreigners already here. Personally, I believe that no foreigners should be permitted to enter our country in the future except upon the distinct understanding that they must learn English inside of a certain limited period or be deported. Please understand in this statement I am not expressing a company policy.

"Our work with the foreign-born extends over a period of nearly twenty years and is based upon the feeling that no satisfactory Americanization can be accomplished without taking into consideration social conditions, housing conditions, and working conditions. We believe that a very large part of the un-Americanism manifested in some industrial centers is due to the failure of industrial concerns to appreciate this fact, which to us is fundamental.

"The results of our work justify our belief. There has never been a strike in our company; all of our people, both native and foreign-born are contented and a large percentage of them are thrifty. Over one hundred of our foreign-born employees are home owners (10 per cent.).

"We have approximately 1,000 foreign-born people in our plant. Last year approximately 25 per cent. of these were enrolled in our English and citizenship classes. The men attended English classes on company time and all expense for books and teachers was borne by the company. We employ a full-time supervisor of English classes who spends a part of her time in teaching classes for foreign-born women.

"We feel that this work is a very good investment for it tends to produce a contented laboring force.

"If we can be of any further service to you do not hesitate to call upon us.

"Yours very truly,

"A. J. BEATTY,

"Director of Training, The American Rolling Mill Co."

7. Americanization Through the Public Library

Americanization Bulletin No. 4

OHIO BRANCH, COUNCIL OF NATIONAL DEFENSE, COLUMBUS

BY ELEANOR E. LEDBETTER.

Librarian, Broadway Branch, Cleveland Public Library, Author of "Winning Friends and Citizens for America" "The Slovaks of Cleveland."

Every immigrant who comes to America comes here to improve his condition. His greatest initial need is the need for a friend, a friend who can advise him, who can inform him and who can assist him to this improvement. He chooses his first home solely with reference to this need, in the place where he expects to find friends,— that is, among the people of his own race and language, and it is they who assist him to find his first employment.

Then, the immediate needs of housing and bread and butter being provided for, the newcomer begins to look around for the freedom and opportunity which he expected to find in America.

Here comes in the great opportunity of the public library. For the public library is absolutely the only institution which is open with equal freedom to every individual, regardless of age, sex, race, or creed. As a public institution, supported by the people themselves, it is free from suspicion of ulterior motives or charitable designs.

It provides a most valuable lesson in civics, since it represents an almost ideal practical application of democratic principles. It is established and maintained by the people, for the people. The attitude of the bad boy who says defiantly, "Huh! You can't put me out o' here. My father pays for this library," is not all bad by any means. He is only asserting his privileges as a citizen; and the librarian's duty is to convince him of the responsibilities attendant upon citizenship, as involved in the care of public property, and regard for the equal rights of others. Charges for overdue books, for damages or lost volumes should always be placed on the ground, not of a payment to the library, but of a penalty for overstepping the rights of others, and the habitual delinquent should be made to feel his own deficiency as a member of democracy.

Such a situation, however, seldom arises in regard to an immigrant of the first generation. He is keenly appreciative of every American privilege, and almost painfully anxious to do his part. It hurts some times to take the money he counts out bit by bit from his worn old pocketbook, to pay for the book "the baby tore"

or "the dog chewed"; but it is right that he should learn his own obligations in the care of public property, and he never quarrels about the lesson.

Such an institution as the public library is unknown in most of Europe and entirely unheard of in the countries from which most of our immigrants come, so it is entirely beyond reason to expect the newcomer to find out its privileges unless someone goes to tell him. To make a practical application of Scripture, "How shall they call on that in which they have not believed? and how shall they believe in that of which they have not heard? and how shall they hear without a preacher?"

This fundamental principle, as true now as when St. Paul enunciated it, has often been entirely overlooked by persons who blamed the immigrant for not taking advantage of opportunities of which he had never heard.

Librarians have been thoughtful of the immigrant to a greater degree than any other educational agency or than most other social agencies, yet it is doubtful whether even the most efficient among us have fully realized the importance of this "preaching." We have provided what we thought were suitable books, have made a few more or less perfunctory announcements, and then have folded our hands self-righteously and said, "The foreigner is not interested in the library."

There are two possibilities behind his apparent lack of interest. First, that the preaching has not been adequate; second, that the library has not been so organized as to offer to the immigrant anything that he wanted.

Let us examine these possibilities in detail.

What is adequate preaching? Nothing less than making sure that every immigrant,—man, woman and child,—knows that the public library is a collection of books and magazines for his individual use; that he may freely read in the library at any time; and that he can easily arrange to take books home; and that the library staff are anxious to make his acquaintance and stand ready to help him to anything at their command.

There are three obvious publicity methods which are naturally the first to be used. The most universal is through the school child. It is to be supposed that there is no child in the Ohio schools but what has learned to feel that the public library is an indispensable accompaniment of the public school. Drawing books first for his own use, at the suggestion of his teacher or the invita-

tion of his librarian, he soon takes "one book for myself, and one for my father." The next step is bringing father to the library, so that he can make his own selection to his greater satisfaction. It is a poor librarian who cannot at this stage convince "father" that it will be more satisfactory for him to have a card of his own, and after he has taken it out she will skillfully introduce to his attention a few books that "mother might be interested in."

The second general means of publicity is through the foreign language press. A first impression may be that this opportunity is limited to cities where these newspapers are published. Such is not the case. A very large proportion of our immigrants belong to nationalistic societies, and each society publishes an organ which goes throughout the United States into every household having a member in that organization. The editors of these papers are always interested in promoting the welfare of their race, and will usually print library notices freely. I would like, however, to see as standing notices a column of library cards which might in a given paper read like this:

> "SLOVAKS of ASHTABULA, the Public Library has books for you.
>
> "SLOVAKS of CLEVELAND, use the Public Library branch nearest your home.
>
> "SLOVAKS of YOUNGSTOWN, there are books for you in the Reuben MacMillan free Library."

Not until we have thoroughly covered all these papers can we feel that we have made a real test of the efficiency of the foreign language press as a minister of the public library. The third obvious means of publicity is through the clergy of the foreign churches. It is the fashion among some persons to decry the influence of the clergy, and to name the saloon-keeper as the influential man of the immigrant community. This accusation is largely true in the realm of politics, and there only, since the clergy have elected to remain entirely out of that field. But it is obvious to the thoughtful observer that in most of our Ohio immigrant groups whose coming to this country does not date back more than twenty years, the clergy are the natural leaders, by virtue of superior education and inherited authority. The quality of the leadership varies with the quality of the man within the priest. In a large acquaintance, including racially Bohemians, Croatians, German, Polish, Slovak, Slovenian,

Roumanian and Ruthenian, and divided religiously into Evangelical, Lutheran, Roman Catholic, Greek Catholic and Greek Orthodox, I have seldom seen anything except a sincere desire for the welfare of their people. Without exception all the clergy I have met have been willing to commend the library to their parishioners, choosing the time and place likely to secure the largest results.

Another formal agency whose possibilities we have scarcely touched, is the nationalistic organization. These organizations, based upon common ties of language and inheritance, exist among most of our immigrant races. They combine sentiment, practicality and idealism; sentiment, in the perpetuation of old ties and ancestral inheritances; practical fraternalism in insurance features, providing sickness, accident and death benefits; idealism, in aiming at "everything which shall promote the welfare of the race," to quote from one of them. These societies have national corps of officers, issue periodical publications, which have already been referred to, and are made of local branches, or "lodges," scattered from Alaska to Florida. A presentation of the library's aims, purposes and methods to each of these local lodges would undoubtedly be one of the best measures ever undertaken to interest immigrants in the library. But the librarian who goes to make the address must not chafe at being detained in the vestibule during the mystic rites sacred to members only.*

A fourth means of publicity is of course through the place of employment, where display cards can be posted by the time clock, or in the various departments, and notices may be distributed by the time-keeper or in pay envelopes. It is my experience, however, that the distribution of printed matter, whether in English or in the native tongue, does not bring results in any way comparable to those coming from the verbal invitation. The personal touch, whose value we all realize in our own affairs, nowhere counts for more than with the stranger in a strange land, and the immigrant feels much more ease in coming to the library if he expects to see there a familiar face, that he knows will look at him with kindness. No one enjoys a rebuff, but the immigrant meets many, and the first step in our personal dealings is to make him feel that in the library he will meet only with consideration and courtesy.

* Information about nationalistic societies and addresses of local lodges can be secured by addressing Mrs. Ledbetter, care Cleveland Public Library, and enclosing stamp for reply — Editor.

So much for how to reach the immigrant. But reaching him is useless unless we have something to interest him when he comes. The simple thing, the thing which makes the library seem like home to him, is obviously to offer him books in his own language. Since the war has caused a suspension of opportunity along that line, it is necessary to try to bridge the gulf by some other means,— the enormous gulf which separates him from the bulk of the library's contents. I believe that a larger number of subscriptions to American newspapers in the immigrant languages would be useful at the present time, since they are the only material available to give the needed touch of familiarity.

Then comes the "Books for Beginners in English," which should be made as attractive and as easy looking as possible. While these may include text-books on "English for Foreigners," they must depend for their attractiveness on "easy reading" English books, usually chosen from the children's collection. It is the testimony of all evening school teachers that men of limited education, trying to learn a language, are very easily discouraged if too many new words are thrust on them at once. So the suitable books are the books of limited vocabulary which yet are interesting in content and not too childish in presentation.

Among the topics generally successful, and very desirably so, are United States history and biography. The immigrant had heard of Washington and Lincoln before he came here, and he is eager for more acquaintance with them. Other simple historical narratives, like "Fifty Famous Stories," are usually acceptable, also geographical readers and stories of invention and of science.

Every librarian having an immigrant group in her district should make up for herself such a collection, and then be on the watch continually for indications as to the success or non-success of each title. This collection must be kept in the place where it can be most easily used, and the librarian must personally assist the early choice of the new borrower.

For the immigrant's entire attitude toward the library depends upon his first visit. If he is received hospitably, made to feel at home, and gets the book that is really useful to him, then the library has done a significant piece of Americanization work, which spreads and extends like the ripples from the dropping of a single pebble in the sea. But if, on the other hand, his natural timidity and fear of doing the wrong thing is intensified by an indifferent or critical reception, and he is left to make

his own search blindly and ineffectually, and perhaps even laughed at, then he becomes, according to his disposition, either a kindly human being, needlessly discouraged and depressed, or a bitter human being, with one more impulse toward class hatred, toward the I. W. W. and Bolshevism. And what he feels is invariably extended through his whole circle of daily contacts.

In trying to think of other books which may bridge the English gulf for the foreigner, "put yourself in his place." Supposing that you were marooned in central Brazil, what kind of Portuguese books could you use? Let us apply to the aid of our immigrant reader all the resourcefulness which we should exert on our own behalf in Brazil.

First, there are the illustrated books of travel, particularly of one's own country. To the exile, the man he despised at home looks familiar and therefore agreeable in a strange land; pictures of familiar scenes, or even of scenes which he has not seen, but of which he has often heard, have the poignant feel of home, and therefore given pleasure even while they hurt. Many an immigrant will point out in our English books of travel, streets upon which he has walked, and indicate the location of buildings not shown in the picture.

Well illustrated books on such topics as carpentry or the use of the steam boiler will sometimes lure to a mastery of the text the man who at the beginning understands only the pictures. While the foreign woman, whether she understands English or not, will fairly devour books of crochet design, being especially interested in "yokes and scallops."

So far I have been speaking of the immigrant who is not in touch with any other definite Americanization agency. If, however, he is a student in an evening school class, or a declarant for citizenship, then the librarian's task is shared with others. The evening school teacher will find it greatly conducive to his success as a teacher to introduce his pupils to the library. A single book read outside the classroom will give the confidence which stimulates further efforts, and the pupil who reads library books is the one whose successful acquisition of English brings laurels to his teacher.

The teacher of the evening school classes should be invited, if need be, urged and in any case induced, to bring his class to the library in a group, at a definitely appointed time. The personal introduction, the sense of being vouched for, gives the

immigrant both dignity and confidence, and carries him inconspicuously over the trying ordeal of the first visit and registration without the painful consciousness of his own strangeness and awkwardness. It gives opportunity for a definite explanation of the library's place in our municipal system, and of its aims and purposes, and also for a detailed statement of library rules, which may advantageously be made in the native language of the group.

On such an occasion, red tape should be reduced to a minimum, and the rules so manipulated that the men may take out library cards simply on the identification of the teacher, who will thus be able to guide their first selections.

Candidates for citizenship should all by some means be given to understand that the library is ready and anxious to supply their needs in preparing for examination, and, however limited its funds may be, there should never be any shortage of books along this line.

When every library in the state has made itself responsible for meeting all the immigrants in its community along these lines, when the traveling library department of the State Library has extended its services to all the immigrant communities in the state not within reach of local libraries, when conscientious and thoughtful effort is put into this work all along the line, then it will not be long before the libraries of Ohio will receive recognition as among the most vital of Americanization agencies.

CHAPTER XXXIII

Oklahoma

E. N. Collette, *Assistant Superintendent, Department of Public Instruction,* Oklahoma City. Letter, October 25, 1919. Bulletin, "School Laws of Oklahoma, 1919."

1. State Legislation — Compulsion for Minors and Minors of Employment Age

School Laws of Oklahoma, 1919. *Art. XIII.*

COMPULSORY ATTENDANCE AND MOTHER'S PENSION

Section 251. **Compulsory period; Duties of Parents.**— It shall be unlawful for any parent, guardian or custodian, living in the State of Oklahoma, to neglect or refuse to cause or compel any person or persons who are or may be under his control as children or wards to attend and comply with the rules of some public, private, or other schools unless other means of education are provided, for 66⅔ per cent. of the term the schools of the district are in session, which shall apply to all children of the district over the age of eight and under the age of eighteen, unless they are prevented by mental or physical disability, the question of disability to be determined by the school district board or board of education upon a certificate of a duly licensed and practicing physician; provided, however, that this requirement shall not apply to a child between the ages of sixteen and eighteen years who is (1) regularly and lawfully employed and has satisfactorily completed the work of the eighth grade of public schools or its equivalent, or (2) who has satisfactorily completed the full course of instruction provided by the public schools of the district where he resides.

2. State Legislation — Patriotic Measures

School Laws of Oklahoma, 1919. *Article XVII.*

Section 340. **Penalty for disloyalty.**—Any person in this state, who shall carry or cause to be carried, or publicly display, any red flag or other emblem or banner, indicating disloyalty to the government of the United States or a belief in anarchy or other political doctrines or beliefs whose objects are either the disruption or destruction of organized government, or the defiance of

the laws of the United States or of the State of Oklahoma, shall be deemed guilty of a felony, and upon conviction shall be punished by imprisonment in the penitentiary of the State of Oklahoma for a term not exceeding ten (10) years, or by a fine not exceeding one thousand dollars ($1,000) or by both such imprisonment and fine.

3. State Legislation — Flags

School Laws of Oklahoma, 1919. *Article XVII.*

Section 333. **Flag to Be Displayed.**— Every board of education and school district board within this state shall be required to own and display within the schoolhouse a United States flag. Such boards shall purchase such flag with any moneys derived for school purposes not otherwise specifically appropriated; and any person charged with the duty imposed by this section who shall fail to comply with the requirements of the same, or shall violate the law, shall be deemed guilty of a misdemeanor and upon conviction thereof shall be fined in any sum not less than ten dollars nor more than one hundred dollars.

4. State Legislation — English Language

School Laws of Oklahoma, 1919. *Article III.*

Section 42. **English Declared Official Language.**— That the English language is hereby declared to be the language of the people of the State of Oklahoma. And it shall be unlawful to teach or instruct in any other language in any Public, Parochial, Denominational or Private School or other institution of learning within the State of Oklahoma except pupils receiving such instructions shall have completed the eight grades of common school curriculum as designated by the State Board of Education.

Section 43. **Text-books Must Be Printed in English.**— All text-books used in the first eight grades of all said schools shall be printed in the English language.

Section 417. **Books to Be Printed in English: Exchange.**— All books adopted by the commission shall be printed in English, except such text-books as may be adopted for the teaching of any foreign language. The commission shall stipulate in the contract that where a change shall have been made from the books now in use in this state, the contractor or contractors shall take in exchange the respective books and receive the same in exchange

for new books at a price not less than 50 per cent. of the contract price. Such exchange period shall not continue longer than one year from the date of the contract.

5. Citizenship Training Through Public Schools

School Laws of Oklahoma, 1919.

Section 367. **Americanization Committee Created.**— *Whereas,* The Federal Government is working through the Bureau of Naturalization in co-operation with the public schools of the entire country to increase their efficiency, and has authorized the free distribution of text-books for instruction in citizenship responsibilities, it is hereby made incumbent upon the public school authorities within the state, from and after the passage of this resolution, to organize a class in English and in citizenship instruction whenever they are presented with a petition signed by ten (10) residents of foreign birth over the age of sixteen (16) years, requesting the organization of such a class for their instruction in English and in citizenship.

It is further provided that in order to make effective the provisions of this resolution, there is hereby created an Americanization Commission, consisting of the governor, and six (6) members to be appointed by him. It shall be the duty of this commission to see that public school officials are informed of the provisions of this resolution, to see that the foreigner is made aware of this opportunity of acquiring language, ability and instruction in the duties of American citizenship, and to do all things necessary to carry out the intention of this resolution. (House Joint Resolution No. 12, Session Laws, 1919.)

CHAPTER XXXIV

Oregon

Mr. J. A. Churchill, *Superintendent of Public Instruction,* Salem. Letter, October 28, 1919. Bulletin, "Oregon School Laws, Compiled and Annotated by J. A. Churchill, Superintendent of Public Instruction, 1919."

1. State Legislation — Compulsion for Minors and Minors of Employment Age

Oregon School Laws, Chapter XII, "Compulsory Education."

Section 370. *Children between ages of nine and fifteen.*— Every parent, guardian or other person in the State of Oregon having control or charge of any child or children, between and including the ages of nine and fifteen years of age, shall be required to send such child, or children, to the public schools for a term or period of not less or more than the number of months of public school held annually in the district in which such parent, guardian or other person in parental relation may reside; *provided,* that in the following cases children shall not be required to attend public schools:

1. Any child, or children, who is, or are, being taught for a like period of time in a private or parochial school, such branches as are usually taught in the first eight years in the public schools, or has, or have, already acquired the ordinary branches of learning taught in such schools, the fact of which acquisition of such ordinary branches of learning by such child, or children, shall be determined by the school board in charge of the public school in such district.

2. Any child, or children, who is, or are, physically unable to attend school. In such cases the truant officer shall require a written statement of a competent physician certifying that such child, or children, is, or are, physically unable to attend school.

Note.— For Child Labor Law, see Laws 1911, Chapter 138, page 185.

This section amends by implication section 4 of the child labor law found in Laws of 1911, Chapter 138, page 186, the act amending the compulsory educational law being filed later than the act amending the child labor law.

3. Children between the ages of nine and ten years of age, whose parents live more than one and one-half miles, and children over ten years of age whose parents live more than three miles, by the nearest traveled road, from some public school; *provided* that if transportation is furnished pupils in said district this exemption shall not apply.

4. Any child, or children, who is, or are, being taught for a like period of time by the parent, or private teacher, such subjects as are usually taught in the first eight years in the public school, but before such child, or children, can be taught by a parent or private teacher, such parent or private teacher must receive written permission from the county superintendent, who is hereby authorized to grant such permission only in case of necessity and such permission shall not extend longer than the end of the current school year. Such child, or children, must report to the county school superintendent or some person designated by him at least once every three months and take an examination in the work covered. If after such examination the county superintendent shall determine that such child, or children, is or are not being properly taught, then the county superintendent shall order the parent, guardian or other person in parental relation to send such child, or children, to school the remainder of the school year. Failure on the part of the parent, guardian or other person in parental relation to comply with the order of the county superintendent shall render such person liable to the penalty provided for in this act. (Laws 1911, Chap. 243, page 428, sec. 1.)

Section 371. *Penalty.*— In case any parent, or other person in parental relation shall fail to comply with the provisions of this act he shall be deemed guilty of a misdemeanor and shall, on conviction thereof, be liable to a fine of not less than $5 nor more than $25, or by imprisonment in the county or city jail not less than two nor more than ten days, or by both such fine and imprisonment, in the discretion of the court.

The Compulsory Part Time School Law

School board shall establish part-time schools.— The district school board of any school district in which there shall reside or be employed, or both, not less than fifteen children between the ages of fourteen and eighteen years, who have entered upon employment, shall establish part-time schools or classes for such

employed children, excepting under the conditions hereinafter provided. (Laws 1919, Chap. 324, Sec. 1.)

School shall provide education for employed.—A part-time school or class established in accordance with the terms of this act shall provide an education for children who have entered employment which shall be either supplemental to the work in which they are engaged, or which shall continue their general education, or shall promote their civic and vocational intelligence. (Laws 1919, Chap. 324, Sec. 2.)

Children between sixteen and eighteen.—All children between the ages of 16 and 18 years must be in school or legally employed. If employed, they must attend the part-time schools herein provided, not less than five hours per week or 180 hours per year, unless they have already acquired the ordinary branches of learning taught in the first eight years of the public schools or are attending an evening school for an equivalent time. (Laws 1919, Chap. 324, Sec. 3.)

School and registration certificates issued, when.— The district school board of any school district, or the county school superintendent, shall issue to any child between the ages of 14 and 18 years, applying for the same, or to the board of inspectors of child labor, a certificate giving the age of the child as it appears upon the register of the school which he has been attending, the grade which he has attended, and his place of residence, and shall keep on file a duplicate copy of such certificate. This certificate shall be signed by the district school clerk, giving also his address and district number, or by the county school superintendent, and shall be filed with the board of inspectors of child labor. Upon receipt of this certificate, the board of inspectors of child labor shall issue to the child presenting the same, if all requirements of the child labor act have been fulfilled, an age and schooling certificate, which he shall present to his employer before engaging in any work. Districts of the first class shall be required to deliver duplicate copies of the registration blanks signed in original by the parents, guardian or custodian of each child of school age in attendance once each year, to the board of inspectors of child labor, upon request. (Laws 1919, Chap. 324, Sec. 4.)

Employer shall keep list of minors.— The employer of any minors under 18 years of age shall keep a list of minors so employed and shall keep on file the certificate issued by the board of inspectors of child labor, which board shall notify the county

school superintendent or the school board of the district in which the child last attended school of such employment within five days after the beginning of such employment. When such minor shall cease his employment, the employer shall within five days return the age and schooling certificate to the board of inspeectors of child labor. Within five days from the receipt of said age and schooling certificate the board of inspectors of child labor shall notify the district school clerk or county school superintendent that the child is no longer employed. (Laws 1919, Chap 324, Sec. 5.)

State superintendent shall decide whether school shall be established.— Whenever any school board shall deem it inexpedient to organize part-time schools or classes for employed minors, it shall state the reason for such inexpediency in a petition to the state superintendent of public instruction and when the state superintendent shall judge such reasons as valid, the school board shall be excused from the establishment of such part-time schools or classes. (Laws 1919, Chap. 324, Sec. 6.)

Time, five hours per week.— Part-time schools or classes established in accordance with the provisions of this act shall be in session not less than five hours a week between the hours of 8. a. m. and 6 p. m., during the number of weeks which other public schools are maintained in the district establishing such part-time schools or classes. (Laws 1919, Chap. 324, Sec. 7.)

2. State Legislation — Flags

Oregon School Laws, Chapter V

Section 179. *Flags for School Districts.*— The boards of directors in the several school districts of this state shall procure a United States flag of suitable size, and shall cause said flag to be displayed upon or near each public school building during school hours, except in unsuitable weather, and at such other times as to said board may seem proper.

Section 180. *Expense; How Paid.*— The necessary funds to defray the expenses to be incurred for such flags and for poles and appliances necessary in connection therewith, and for the care thereof, shall be assessed and collected in the same manner as the moneys are now raised by law for public school purposes, or may be paid out of any funds in the treasury of any school district not otherwise appropriated.

3. State Legislation — English Language

Oregon School Laws, Chapter V

Section 134. *No Foreign Language Shall Be Spoken In Public School.*— It shall be unlawful for any board of school directors, regents or trustees, or for any teacher or other person teaching in the public or private schools in the State of Oregon, to cause to be taught or to teach any subject or subjects, other than foreign languages, in the public or private schools, in the State of Oregon, in any language except English."

4. Recommendation for Citizenship Training Course

Oregon Education Bulletin No. 3, 1919

Instead of beginning with a study of great and remote things such as the United States government and men of national significance, make a study of the simplest and smallest kind of democratic government, namely a group of individuals having some common interest and purpose. For this purpose let the class resolve itself into a parliamentary body, and elect a president and secretary from their own midst, the teacher becoming for the time merely a member of the group.

After a reasonable amount of this work has been done the teacher can again take charge of the class and by means of discussion develop a practical knowledge of rural and local community civics, and follow it with a similar study of county, state and national governments.

If as a result of this work the members of the class are able to conduct a parliamentary meeting in due form, and if in addition they have a practical understanding of how and by whom the business of their own city, state and nation is transacted, the work has been a success.

5. State Legislation Providing Facilities for Adults

Oregon School Laws, Chapter V

Section 184. *Evening Schools.*— The board of directors of any school district of the second class in the State of Oregon are hereby empowered to provide and maintain a continuation evening school, and to fix the hours during which such school shall be in session and to fix the length of term for such school; *provided,* that the length of term shall be not less than one-third that of the day

session in such city; to employ teachers and otherwise provide for the instruction of pupils in all branches taught in the day sessions if in their judgment there is sufficient demand to justify such provisions; to fix, within the limits above mentioned, a course of study acquired for graduation from the evening high school, to admit any person not receiving instruction in the day session for the public schools, without restrictions as to age and citizenship.

6. Letter from J. A. Churchill, Superintendent of Public Instruction, Salem, October 28, 1919:

"Our part-time school law is part of our plan of Americanization. Then, too, the majority of our circuit judges have issued an order to the effect that no foreigner is to receive his second papers until he can speak and write English, knows the fundamental principles of this government, and has come into a full comprehension of our great national ideals. He must bring his wife into court with him and she must stand the same test.

"The schools of the state are co-operating in seeing to it that the teachers are giving the instruction necessary, or providing the leadership whereby the instructors are found to give it, where it is not practicable for the teachers to give the instruction.

"Oregon also has a good compulsory school law, a minimum term of eight months of school, a minimum salary law for teachers, 200 standard high schools with more pupils enrolled in them in proportion to the state's school census than any other state in the Union.

"We are raising the general level of intelligence of our people, all of which forwards the movement of Americanization."

CHAPTER XXXV

Pennsylvania

THOMAS B. FINNEGAN, *State Superintendent of Public Instruction,* Harrisburg. Letter, November 4, 1919. Bulletin, "School Laws of Pennsylvania, 1917."

1. State Legislation — Compulsion for Minors and Minors of Employment Age

Article XIV. Section 1414. Every child having a legal residence in this Commonwealth, as herein provided, between the ages of eight and sixteen years, is required to attend a day school in which the common English branches provided for in this act are taught in the English language; and every parent, guardian or other person in this Commonwealth, having control or charge of any child or children, between the ages of eight and sixteen years, is required to send such child or children to a day school in which the common English branches are taught in the English language; and such child or children shall attend such school continuously through the entire term, during which the public elementary schools in their respective districts shall be in session; Provided, That the certificate of any principal or teacher of a private school, or of any institution for the education of children, in which the common English branches are taught in the English language, setting forth that the work of said school is in compliance with the provisions of this act, shall be sufficient and satisfactory evidence thereof. Regular daily instruction in the English language, for the time herein required, by a properly qualified private tutor, shall be considered as complying with the provisions of this section, if such instruction is satisfactory to the proper county or district superintendent of schools; Provided further, That the board of school directors in any district of the fourth class may, at a meeting held at any time before the opening of the school term, reduce the period of compulsory attendance to not less than seventy per centum of the school term as fixed in such district, in which case, however, the board of school directors must, at the same time, fix the period for the compulsory attendance to begin.

2. State Legislation — Compulsion for Minors of Employment Age

School Laws of Pennsylvania, 1917. *Article II.* (see pp. 160, 161.)

No minor under fourteen years of age shall be employed or permitted to work in, about, or in connection with, any establishment or in any occupation.

It shall be unlawful for any person to employ any minor between fourteen and sixteen years of age, unless such minor shall, during the period of such employment, attend, for a period or periods, equivalent to not less than eight hours each week, a school approved by the State Superintendent of Public Instruction. The school aforesaid may be conducted in the establishment where said minor is employed, or in a public school building, or in such other place, either in the district in which said minor is employed or in any joint school authorized by section eighteen hundred and one (1801) of article eighteen (18) of an act, approved May the eighteenth, nineteen hundred and eleven (1911), entitled "An act to establish a public school system in the Commonwealth of Pennsylvania, together with the provisions by which it shall be administered, and prescribing penalties for the violation thereof; providing revenue to establish and maintain the same, and the method of collecting such revenue; and repealing all laws, general, special or local, or any parts thereof, that are or may be inconsistent therewith," as the board of school directors of the school district in which said minor is employed may designate; Provided, however, That such school shall be within reasonable access to said place of employment. Any school aforesaid shall be part of the public school system of the school district wherein said minor is employed, or of the school district or districts where said minor attends. The school hours shall not be on Saturday; nor before eight o'clock in the morning, nor after five o'clock in the afternoon, or any other day. Every person who shall employ any said minor shall notify the officer by whom the employment certificate, as hereinafter provided for the said minor, shall have been issued, within four days after said minor shall have entered his employment, of the name and location of the school at which said minor should be in attendance and of the hours which said minor should attend said school during the continuance of said employment; Provided, That this section shall not be effective in any school district until there has been established within said school district in which said minor is employed, or within reasonable access to said place of employment in an adjoining district, such a school.

3. State Legislation — Patriotic Measures

Act No. 263. Section 1607; amendment only (1919).

The State Superintendent of Public Instruction shall prescribe a course of instruction conducive to the spirit of loyalty and devotion to the state and national governments, which shall be taught in all the public schools of the State.

4. State Legislation — Flags

School Laws of Pennsylvania, 1917. *Article VI.*

Section 629. The board of school directors in each district shall, when they are not otherwise provided, purchase a United States flag, flagstaff, and the necessary appliances therefor, and shall display said flag upon or near each public school building in clement weather, during school hours, and at such other times as said board may determine.

5. State Legislation Providing Facilities for Adults

School Laws of Pennsylvania, 1917. *Article XIX.*

VOCATIONAL AND OTHER SPECIAL SCHOOLS

Section 1901. The board of school directors of any school district of the second, third, or fourth class in this Commonwealth, upon the application of the parents of twenty-five or more pupils above the age of fourteen years, residents of the school district, shall open a free evening school for their instruction in spelling, reading, writing, arithmetic, and such other branches as the board may deem advisable; such evening school to be kept open for a term of not less than four months in each year, each of said months to consist of twenty days, and each evening session to be open at least two hours. No pupil shall be admitted to said evening school who is unemployed during the day, or in actual attendance upon any school, either public or private, during the day: Provided, That when the average daily attendance falls below fifteen pupils, the board of school directors may close such evening school for the remainder of the term.

Section 1902. The board of school directors of any school district of the second or third class in this Commonwealth, when requested by seventy-five or more taxpayers of the district, shall

establish and equip an evening manual training school, for pupils above the age of fourteen years, and shall keep the same open as many months in the year as day schools are kept open: Provided, That no such evening manual training school shall be opened unless at least twenty-five pupils of the district apply for admission thereto, and the same shall be closed by the board of school directors when the average attendance falls below fifteen.

Act No. 311. (1919)

AN ACT to provide instruction in citizenship and the principles of the government of the United States of America and of this Commonwealth to foreign-born residents of the State of Pennsylvania, in the several counties thereof, who are not required to attend the public schools of this Commonwealth; providing for the appointment of instructors and interpreters; and providing for their compensation, payable by the several counties; and defining the powers and duties of such instructors and the county superintendent of schools.

Section 1. Be it enacted, etc. That the judge or judges of the court of common pleas of any county in this Commonwealth having a large resident population of foreign-born residents *may,* as hereinafter provided, appoint one or more competent instructors, whose duty it shall be to teach and instruct foreign-born residents in said county who are not required to attend the public schools of said county, in the duties, privileges, and rights of citizenship, and in the principles and the institutions of the government of the United States of America and of this Commonwealth, and to furnish and to teach to said unnaturalized residents courses of study and instruction to be prepared and furnished to said instructors by the superintendent of schools of said county and according to plans and programs prepared by said superintendent for such purpose.

Section 2. That the superintendent of schools of any county of this Commonwealth having a large foreign population may, when he thinks it necessary and advisable, present his petition to the said court of common pleas of said county, praying for the appointment of one or more instructors as hereinbefore provided, and, upon presentation of said petition, the court shall fix a time and place to hear the matters alleged in said petition, notice of which shall be given to the county commissioners of said county, said time to be not less than fifteen days after the presentation

thereof to the court, and at which time the court shall hear and determine the same; and, if in the opinion of the court, the said appointment of one or more instructors as aforesaid is necessary and advisable, the court shall forthwith, upon the nomination of the said superintendent of schools of said county, appoint one or more suitable and qualified persons to the position of instructor for foreign-born residents who are not required to attend the public schools of this Commonwealth. The number of said instructors for each county and their compensation shall not exceed the number and compensation of assistant county superintendents of schools of said county. Said appointments shall be made for a term of not less than one nor more than three years. The instructors shall be persons of good moral character and whose nomination for appointment shall be accompanied with a certificate of the said county superintendent of schools that said instructors possess sufficient educational qualifications for their appointment. Any instructor may be removed from office any time upon cause shown to said court of his or their immorality, incompetency, or neglect of duty, or of their political activity, or for any other reason rendering said appointee unfit for such duties in the opinion of the said court. Upon such dismissal of said employee or said employees, the court shall immediately fill said vacancy or vacancies as hereinbefore provided for appointment to said office.

Section 3. The court may, upon the petition of said superintendent of public schools, appoint one or more interpreters for the use of said instructor or instructors, to serve during the pleasure of the court. It shall be the duty of said court to fix the compensation of said instructors and said interpreters, subject to the limitation provided in section two, which said compensation will be paid by the treasurer of said county on warrants signed by the superintendent of schools of said county, at such times as the said court may direct.

Section 4. It shall be the duty of said instructors to make monthly reports of their said work in writing to the superintendent of schools of said county, and shall also file a copy of said report with the prothonotary of said court. The superintendent of schools of the county shall make a report thereof to the State Superintendent of Public Instruction at least once every year.

Section 5. Before entering upon the duties of their said appointment, each instructor shall take and subscribe to the same oath of office now required for other county officials.

Section 6. All acts or parts of acts inconsistent herewith be and the same are hereby repealed.

Approved the 8th day of July, A. D., 1919.

WM. C. SPROUL.

6. Letter from Thomas B. Finnegan, State Superintendent of Public Instruction, Harrisburg, November 4, 1919:

"I have only been in charge of the work here since September first last, and there has been no organized work in Americanization under the direction of this department. It was understood when I came here, that such work would be turned over to the department. It has been in the hands of the General Welfare Commission. This question is now receiving consideration, and I expect to have all matters relating to Americanization turned over to this department in the near future, and to establish a Bureau of Americanization which shall devote its entire time to this subject. I cannot, of course, develop fully my plan for considering the subject until I know definitely the amount of funds available.

"The plan will be to divide the state into zones, on a basis similar to that on which I divided New York State before coming here, and appoint a director for each zone. Schools will then be organized for the non-English-speaking foreigners in connection with the public schools, with factories, and other industrial plants. In other words, the important feature of the program will be to teach all non-English-speaking foreigners how to speak and write the English language. There is very much which may be done in the organization of community interests which will be helpful in giving to foreigners a clearer conception of American institutions and of the purposes of such institutions and the relation of people generally to them."

7. Citizenship Training Through Industries

Letter from C. W. SPENCER, *Assistant Director of Industrial Service*, General Electric Company, Erie, December 4, 1919:

"The Erie Works are holding classes teaching the English language and explaining how to obtain naturalization papers, with an attendance at each class ranging from three to eleven.

"These classes are held three days each week.

"Explaining why classes are not better attended we get the following answers:

(1) "Want to return to native country.
(2) "Too old.
(3) "Will not give up overtime work.

"Nationalities represented are:

"Italian, Polish, Albanian, Russian, Greek, Spanish, Mexican.

"The best results obtained along these lines are from a Sunday afternoon class from three to five o'clock, with an average attendance of eighteen men."

CHAPTER XXXVI

Rhode Island

WALTER E. RANGER, *Commissioner of Public Schools*, Providence. Letter, October 24, 1919. Bulletin, "An Act to Promote Americanization."

LAWS OF RHODE ISLAND RELATING TO EDUCATION

Chapter 1492. *Supplement No. VIII*, 1917.

AN ACT in amendment of chapter 72 of the general laws, entitled "of the truant children and of the attendance of children in public schools."

1. State Legislation — Compulsion for Minors

It is enacted by the General Assembly as follows:

Section 1. Section 1 of chapter 72 of the general laws, entitled "Of truant children and of the attendance of children in the public schools," is hereby amended to read as follows:

Section 1. Every child who has completed seven years of life and has not completed sixteen years of life, unless he has completed in the public schools the elementary studies taught in the first eight years of school attendance, exclusive of kindergarten instruction, provided for in the course of study adopted by the school committee of the city or town wherein such child resides, or unless he shall have completed fourteen years of life and shall be lawfully employed at labor or at service or engaged in business shall regularly attend some public day school during all the days and hours that the public schools are in session in the city or town, wherein he resides; and every person having under his control a child as above described in this section, shall cause such child to attend school as required by the above stated provisions of this section, and for every neglect of such duty the person having control of such child shall be fined not exceeding twenty dollars: Provided, that if the person so charged shall prove or shall present a certificate made by or under the direction of the school committee of the city or town wherein he resides, setting forth that the child has already completed the elementary studies above mentioned; or that the child has attended for the required period of time a private day school, or upon private instruction, approved by the

school committee of the city or town where said private school was located or said private instruction was given; or that the physical or mental condition of the child was such as to render his attendance at school inexpedient or impracticable; or that the child was destitute of clothing suitable for attending school and that the person having control of said child was unable to provide suitable clothing; or that the child was excluded from school by virtue of some general law or regulation — then such attendance shall not be obligatory nor shall such penalty be incurred; but nothing in this section shall be construed to allow the absence or irregular attendance of any child who is enrolled as a member of any school, or of any child sent to school by the person having control of such child.

Section 2. This act shall be in effect on and after the first day of September, A. D. 1917.

2. State Legislation — Minors of Employment Age

LAWS OF RHODE ISLAND RELATING TO EDUCATION

Chapter 1253. *Supplement No. VI*, 1915.

AN ACT in amendment of section 1 of chapter 78 of the general laws, entitled " of factory inspection," and of all acts in amendment thereof and in addition thereto.

It is enacted by the General Assembly as follows:

Section 1. Section 1 of chapter 78 of the general laws, entitled "Of factory inspection," as amended by chapter 533 of the public laws, passed at the January session, A. D. 1910, and chapter 653 of the public laws, passed at the January session, A. D. 1911, and chapter 956 of the public laws, passed at the January session, A. D. 1913, is hereby further amended so as to read as follows:

Section 1. No child under fourteen years of age shall be employed or permitted or suffered to work in any factory, manufacturing or business establishment within this state, and no child under sixteen years of age shall be employed or permitted or suffered to work in any factory or manufacturing or business establishment within this state between the hours of eight o'clock in the afternoon of any day and six o'clock in the forenoon of the following day. No child under sixteen years of age shall be employed or permitted or suffered to work in any factory or manu-

facturing or business establishment unless said child shall present to the person or corporation employing him or her an age and employment certificate, given by or under the direction of the school committee of the city or town in which said child resides; such certificate shall state (a) the name of said child, (b) the date and place of birth of said child, (c) the height, color of eyes and hair, and complexion of said child, (d) the name and place of residence of the person having control of said child, and such certificate shall certify (1) that said child has completed fourteen years of age, (2) that said child is able to read at sight and write legibly simple sentences in the English language, and (3) that said child has been examined physically by a licensed physician, and that said physician has certified that said child is in sufficiently sound health and physically able to be employed in any of the occupations or processes in which a child between fourteen and sixteen years of age may be legally employed. The statements contained in such certificate in regard to the name, date and place of birth of said child, shall be substantiated by a duly attested copy of the birth certificate, baptismal certificate, or passport of such child. After the official authorized to issue the age and employment certificate above named has determined that the child applying for such certificate is fourteen years of age and can read and write as above required said official shall send such child to a prysician for a physical examination: Provided, that the physical examination of any such child who resides in the city of Providence shall be made by either of the physicians appointed as hereinafter provided by the commissioner of public schools, and no age and employment certificate shall be issued to any child until the physician as above provided shall certify in writing that said child is in sufficiently sound health and physically able to be employed in any of the occupations or processes in which a child between fourteen and sixteen years of age may be legally employed. For making the physical examination and certifying as to the health, the physician except those physicians appointed by the commissioner of public schools under this act, shall receive from the state the sum of one dollar. He shall render to the secretary of the state board of education his account, properly certified by the official authorized to issue the age and employment certificate required by this section.

3. State Legislation — Patriotic Measures

Laws of Rhode Island Relating to Education. Chap. 64, 1910

Section 7. It shall be the duty of the commissioner of public schools to prepare a program of patriotic exercises for the proper observance of Grand Army Flag Day, and to furnish printed copies of the same to the school committees of the several cities and towns at least four weeks previous to the twelfth day of February in each year. He shall also prepare for the use of the schools a printed program providing for a uniform salute to the flag, to be used daily during the session of the school.

§ 8. The fourth day in May in each and every year hereafter is hereby established, in this state, as "Rhode Island Independence Day"— being a just tribute to the memory of the members of our general assembly, who on the fourth day of May, 1776 — in the state house at Providence, passed an act renouncing allegiance of the colony to the British crown, and by the provisions of that act declaring it sovereign and independent;— the first official act of its kind by any of the thirteen American colonies.

§ 9. On each and every fourth day of May hereafter, except when said day falls on the first day of the week (commonly called Sunday), then on the day following, the governor shall cause salutes of thirteen guns to be fired, at 12 o'clock, noon, by detachments of the state artillery, at all places in the state where stationed, and shall cause a display of state and national flags on all armories and other state buildings from sunrise to sunset, in honor of "Rhode Island Independence Day."

§ 10. The fourth day of May in each and every year hereafter is hereby established in the annual school calendar to be known as "Rhode Island Independence Day," and shall be observed with patriotic exercises in all the public schools of the state, as hereinafter named. It is also provided that when such day fall on Saturday, or on Sunday, such patriotic school exercises shall be on the preceding or following days, respectively, as the case may be.

§ 11. The state commissioner of public schools shall annually prepare a programme of patriotic exercises for the proper observance of "Rhode Island Independence Day" in the schools, and shall furnish printed copies of the same to the school committees of the several cities and towns of the state, at least four weeks previous to the fourth day of May in each year.

§ 12. The fourth day of May as herein named, shall in nowise be construed as a holiday.

CHAPTER 67

Section 14. The school committees of the several cities and towns of the state shall, in the same manner as now provided by law for the purchase of supplies for public schools by such committees, purchase for every such school in their respective cities and towns not now provided therewith, a United States flag, flagstaff, and the necessary appliances therefor; and thereafter whenever the flag, flagstaff, or the necessary appliances therefor of any such school shall from any cause become unsuitable for further use, such school committee shall in the same manner purchase others in place thereof.

§ 15. The school committees of the several cities and towns shall cause the United States flag to be displayed upon the public school buildings or premises therein during school hours if in their best judgment it be practicable, otherwise at such times as they may direct, and such committees shall also establish rules and regulations for the proper care, custody, and display of the flag; and when, for any cause, it is not displayed it shall be placed conspicuously in the principal room of the school building.

§ 16. The twelfth day of February in each and every year hereafter is hereby established in the annual school calendar to be known as Grand Army Flag Day, in honor of the birthday of Abraham Lincoln, and shall be observed with patriotic exercises in the public schools; but such day shall in nowise be construed to be a holiday. It is also provided that when such day shall fall on Sunday or on Saturday, the following or preceding days respectively, as the case may be, shall be observed.

CHAPTER 349

Section 38. It shall be unlawful to display the flag or emblem of any foreign country upon the flagstaff of any state, county, city or town building or public school-house within this state: Provided, however, that when any foreigner shall become the guest of the United States, or of this state, the flag of the country of which such public guest shall be a citizen or subject may be displayed upon public buildings, except public school-houses. Every person who shall violate the provisions of this section shall be fined not less than twenty-five nor more than one hundred dollars.

4. An Act to Promote Americanization

(Approved April 24, 1919)

ITS INTERPRETATION AND ADMINISTRATION, AND THE OBLIGATIONS IT INVOLVES

Issued by the Commissioner of Public Schools in behalf of the State Board of Education.

This circular aims to assist superintendents of schools and school committees in fulfilling their duties and responsibilities in the administration of the "Act to Promote Americanization," and to indicate standards by which to determine who are subject to the compulsory provisions of the law.

Below is printed the text of the law, and a summary of its most significant provisions. It will be seen that the act enlarges the scope of school education and places upon the public school organization new responsibilities. It is to be observed that school officers of towns and cities are charged with the duty of carrying out the provisions of the act that are vital for its effectiveness. For these reasons, superintendents of schools and school committees should become familiar with the law in order that they may set in motion the machinery necessary to produce under it the greatest possible advantage for the people of Rhode Island.

Acknowledgments are due to Mr. Hubert N. Terrell, who collated and arranged the material for this pamphlet; to Mrs. Agnes M. Bacon, State Supervisor of Americanization, for advice and counsel, and to Dr. Charles Carroll, for editorial revision.

WALTER E. RANGER,

Commissioner of Public Schools.

Chapter 1802

I. AN ACT TO PROMOTE AMERICANIZATION

It is enacted by the General Assembly as follows:

Section 1. One or more public evening schools, in which attendance shall be free for persons resident in the town in which such school shall be located, in which the speaking, reading and writing of the English language shall be taught for two hours on each of at least 100 nights between the first of September and the first of June in each year, shall be established and maintained by the school committee of every town in which twenty or more persons more than sixteen and less than twenty-one years of age who

cannot speak, read and write the English language are resident: *Provided,* that the school committee of two adjoining towns may unite for the purpose of establishing and maintaining jointly, at some convenient place, an evening school for persons resident in both towns.

Section 2. The school committee of any town may establish and maintain one or more public day continuation schools for the teaching of the English language and American citizenship, at which any person beyond compulsory school age, resident in such town, may attend free of expense, or may make provisions, at the expense of the town, for the attendance of such persons in continuation schools in other towns.

Section 3. Every person who has completed sixteen years of life and who has not completed twenty-one years of life, and who cannot speak, read and write the English language in accord with standards approved by the State Board of Education, and who resides in a town in which the school committee has established a day continuation school for the teaching of the English language, or an evening school, shall attend either by the day continuation school or the evening school at least 200 hours between the first day of September and the first day of June in every year until he shall have acquired reasonable facility in speaking, reading and writing the English language in accord with standards approved by the State Board of Education. For the purpose of this act day continuation or evening schools may be established in shops or factories, *Provided* that such schools are under control and supervision of the school committee. Attendance in private schools or private instruction in the English language may be accepted as compliance with this act in lieu of attendance on public instruction only if the private instruction is approved by the school committee as substantially equivalent in content, method and the hours of instruction to the instruction offered in public schools. Persons instructed in private schools or receiving private instruction in accordance with the provisions of this section shall be deemed as having acquired reasonable facility in speaking, reading and writing the English language as provided in this section, only after the successful passage by such person of an examination provided for by the school committee.

Section 4. Any person who has completed sixteen years of life and who has not completed twenty-one years of life, and who does not speak, read and write English in accord with standards

approved by the State Board of Education, who resides in a town in which the school committee has made provision for the teaching of the English language in compliance with this act, who habitually absents himself from public instruction, is sufficiently irregular to make it impossible for him to complete 200 hours of instruction annually within the time set by the school committee for conducting such schools, and who is not attending private instruction approved by the school committee as provided in section 3 of this act, may be fined for each wilful absence $1 and not exceeding $20 in the aggregate during one year, or for persistent refusal to attend such instruction may be committed to an institution during his minority.

Section 5. Public evening schools and day continuation schools established under the provisions of this act may, if approved by the State Board of Education, receive state support from the annual appropriations for evening schools and industrial education.

Section 6. The State Board of Education is hereby authorized and empowered to provide for the visitation, inspection and supervision of day and evening schools maintained under the provisions of this act. The sum of $3,000 is hereby annually appropriated to defray the expenses of such visitation, inspection and supervision as provided in this section, and for the purpose of meeting such appropriations as may be provided by the federal government for like purposes as provided in this act; said sum to be paid upon properly authenticated vouchers, approved by the State Board of Education.

Section 7. For the purpose of carrying this act into effect during the fiscal year ending December 31, 1919, the sum of $2,000 is hereby appropriated out of any money in the treasury not otherwise appropriated; and the state auditor is hereby directed to draw his orders upon the general treasurer to pay the same, or so much thereof as may from time to time be required, upon receipt by him of vouchers approved by the State Board of Education.

Section 8. This act shall take effect on and after July 1, 1919, and all laws and parts of laws inconsistent herewith are hereby repealed.

II. SUMMARY OF THE LAW

This law requires that one or more free public evening schools be established in every town, for the purpose of teaching reading,

writing, and speaking of the English language, where twenty or more persons between the ages of sixteen and twenty-one years may be found who are unable to speak, read and write the English language with reasonable facility in accord with standards to be established by the State Board of Education.

It authorizes the school committee of any town to establish free day continuation schools or evening schools for the teaching of the English language and American citizenship to those who are not within compulsory attendance age, or to provide for the education of such persons in the schools of other towns.

It requires that every person between the ages of sixteen and twenty-one years who cannot meet the standards established by the State Board of Education shall attend a day or an evening school, where provided, 200 hours during every year until he is able to meet the state's standards. Wilful failure to do this may result in a fine of $1 for each absence up to a maximum of $20 in the aggregate. Persistent refusal to attend such instruction involves the penalty of being committed to an institution during minority.

Schools established under this law and approved by the state may receive state support.

For the supervision of schools and enforcement of the law the General Assembly has made an annual appropriation of $3,000.

This law went into effect July 1, 1919, and a supervisor of Americanization has been appointed to promote the work.

III. STANDARDS

In establishing standards to determine ability to read, write and speak the English language with facility as is thought consistent with the welfare of the state, the purpose for which this law has been enacted should be kept clearly in mind.

Tests of a democracy lie in the intelligence, loyalty and devotion of its citizens. To make more intelligent, more loyal and more devoted citizens, the standards must be high enough to insure the ability of the individual to acquire first-hand knowledge of everyday occurrences, and an appreciation of the vital principles underlying the growth and development of the American people, as well as the responsibilities the individual owes to nation, state and municipality.

The following tests are suggestive. Further tests, if called for, will be furnished under separate cover.

TEST NO. 1.—WRITING

The test for writing is the filling out of the following registration card. Any person who can do this with a reasonable degree of success should need no further test. The information on this blank should, however, be obtained for further use, and in case of failure on the part of the person filling out the card to give information fully, it should be ascertained by the examiner and be put on the card.

Name ..... Date .....
Home address ..... Nationality .....
Age ..... Sex ..... Married .....
Where do you work?.....
How many years have you lived in the United States?.....
Do you understand the English language?.....
Do you speak the English language?.....
Do you read the English language?.....
Do you write the English language?.....
Education in native land?.....
Education in United States?.....
Have you applied for first citizenship papers?.....
Have you your final citizenship papers?.....
School ....., ..., Teacher.

The following tests may be used for reading and comprehension. Suggestive questions follow them, to point the way to determine the degree of comprehension. Other questions may be used by the examiners.

TEST NO. 2.—GEORGE WASHINGTON

"George Washington was the first President of the United States. As a boy he had a keen love of truth and would not tell a lie. He was so fair and just when at school that the boys would call upon him to make peace when they were at strife. When he was a man he fought a great war with England and made America free from King George. Then the people made him their President."

Questions

What do you like about George Washington?.....
Why do you think he was made the first President of the United States?.....

Note.— These tests may also be made writing tests by asking the individual to write the answers to the questions.

TEST NO. 3.—HEALTH

"We must not shut our windows at night. More than five times as many babies die in rooms where the windows are shut at night than in rooms where they are open. Many people with weak lungs get well by sleeping in the open air. Many Americans sleep outside in order to keep strong and well. Let us sleep with our windows open all the time."

Questions

Why must we not shut our windows at night?.....
What is said here about babies?.....
What is said here about many Americans?.....

TEST NO. 4.—WORD TESTS

Below you will find a number of words. Look at each word. Think what it means.

Write C under each word that means a color.

Write B under each word that means a bird.

Write Cl under each word that means something out of which clothing is made.

Write W under the word that means something to wear.

Write H under the word that means something found in a house.

| shirt | shoes | cotton | red | hat | wool | coat | robin |
| pink | table | chair |

IV. EXPLANATIONS AND DIRECTIONS

The above tests are suggestive of the kind of tests to be used in ascertaining who are subject to the compulsory provisions of the act to promote Americanization. To aid superintendents of schools, teachers and others who may be called upon to examine the qualifications of persons between the ages of sixteen and twenty-one years with reference to reading, writing and speaking the English language with the "reasonable facility" established as standard by the State Board of Education, other similar standard tests on cards convenient for use will be distributed to those who need them.

The compulsory requirement is only a small part of the Americanization work permitted under the law and urged as a contribution to the solution of future political, industrial and social problems.

The problems involved in Americanization are many and comparatively new. They require serious thought and careful consideration. Foreigners come to America, enter our industries, reside in colonies, and change their customs, habits of living and ideals very little during their lives. The American people are partly responsible for such conditions, because so many of them avoid contact with foreigners and neglect opportunities and a responsibility to share in helping them to an understanding of American standards of thought and life.

This circular includes suggestions as to the scope of the problem, methods that may be found useful in approaching it, and a bibliography that will furnish a summary of what is being done all over the country.

In any efficient plan for carrying on Americanization work there are two main lines of attack:

(1) The establishing of classes in industrial plants.

(2) The establishing of classes in school buildings.

Both of these lines of work should be under the supervision of the school authorities, who should co-operate with employers in the most friendly spirit.

In establishing classes in industrial plants it may be necessary to convince employers that it is to their advantage to help. Harold F. McCormick, president of the International Harvester Company, has said:

> "It is of equal concern to the American employee and the alien-born employee, to the industry through which they jointly serve the public and to the community of which both are members, that every such employee should be directed and assisted by his employer toward complete Americanization.
>
> "The employer is not absolved from responsibility in this respect by efforts to the same end put forth by the nation, the community, or any agency outside his establishment. Standing nearest to the employee, the employer's duty is strongest and clearest.
>
> "A working knowledge of English is as essential to the employee's service as to his citizenship. Without it he cannot be taught to protect himself adequately against industrial accident inside his employment, or against exploitation of his ignorance on the outside. Lacking that knowledge, he cannot fully grasp either the industrial or social opportunities of his adopted country.

> "The teaching of English to alien-born employees is, therefore, a primary and fundamental duty resting upon all American employers — a duty whose competent discharge is bound to bring full compensation to all parties and elements in interest."

In establishing classes in industrial plants use should be made of all material available. It should be borne in mind that the adult foreigner is easily aroused by suspicion of compulsion, and that, therefore, pains should be taken to make clear to him that a great opportunity is offered for his benefit, as well as for the benefit of his employer.

In reaching men and women and recruiting classes the active co-operation of foremen should be enlisted, for they reach the mass of the employees through their leaders. Every plant should have a supervisor of the work, who should keep in close touch with the work of the schools and so insure the greatest possible attendance.

In industrial plants use may be made of many of the better educated employees, such as foremen, office employees, and others, to serve as teachers. Where practicable, public school teachers may also be used. So far as possible, teachers should be selected who are conversant with the lives and civic needs of those they are to teach. Instruction, to be most effective, must be adapted to the experience and wants of the learner. Success will depend upon care in the selection of teachers.

If teachers appointed have had no special training for this service, classes for this purpose should be arranged. Anyone taking up this work for the first time can find a number of books on teaching English to foreigners. The most successful system, perhaps, is that of Dr. Peter Roberts, "The Teacher's Manual: English for Coming Americans." This can be purchased for fifty cents from Associated Press, 347 Madison avenue, New York City.

A superintendent of schools who takes a lively interest in this work may do a great deal to help establish such classes in the industries of his town. He may meet committees of business men and go over the whole situation with them, showing them the importance of the work in their business and arousing in them a spirit of co-operation. When they are once convinced, the work will go on with a high degree of success.

In the work of evening schools there are two important problems, similar to those in industries, but more complex:

(1) The recruiting of classes.

(2) The selection and training of teachers.

In recruiting classes, while a little may be accomplished through the use of posters and printed advertisements, personal contact is more efficient. An effective method is to get a list of individuals and through the children of the day schools send letters inviting them to the school. Keep a record of the letters and the results. If those who have been invited do not come, send a second letter. A third letter usually produces results in most obstinate instances.

Try to interest the padrone or race leader, and secure his co-operation. Get the aid of the priests and leaders of the foreign language schools and churches.

When classes are started encourage the members to invite their friends. If the work of the teachers of these classes is meeting the needs of the pupils, the classes will keep up and increase in number. A teacher should be provided for each fifteen pupils in average attendance.

The selection of teachers is important, because the control of evening schools cannot be so firm as that of classes in industrial plants, where the individual comes in contact with those interested in his progress every day. No teacher should be employed who has not a vital interest in the work and will not put his whole soul into the work.

There is one other feature of Americanization that belongs more exclusively to the evening school than to the day school in an industrial plant, and that is the Americanization of mothers. In most foreign countries woman has not had the standing either educationally or socially that she has in America. Failure to reach women of foreign birth may involve failure to Americanize their families. Children are largely trained and disciplined by their mothers. Unless the mothers can be Americanized, the home and social opportunities of the race must suffer. One of the best ways to reach the mother is through the employment of a home or visiting teacher, who can establish contact and sympathetic understanding between home and school. Through the personal efforts of the visiting teacher afternoon classes may be established for women, and many of the customs and ideals of American womanhood may be firmly impressed, as well as a better

knowledge of the English language. School committees in towns in which the number of non-English-speaking residents is considerable should consider this an important part of the Americanization program.

With the hope that a vital interest in Americanization may awaken a demand for further information a bibliography is appended.

Chapter 1903

An Act in Amendment of and in Addition to Chapter 1802 of the Public Laws, entitled "An Act to Promote Americanization," passed at the January Session. A. D. 1919.

(Approved April 23, 1920.)

It is enacted by the General Assembly as follows:

Section 1. Chapter 1802 of the public laws, entitled "An act to promote Americanization," passed at the January session, A. D. 1919, is hereby amended by adding thereto the following sections:

§ 7. The truant officer or truant officers appointed by the school committee in compliance with the provisions of section 3 of chapter 72 of the general laws, shall, under the direction of the school committee, inquire into all cases of irregular attendance or of failure or neglect to attend upon instruction in compliance with the requirements of this chapter, and shall be authorized to make complaints in case of violation of the compulsory attendance provisions of this chapter, and to serve legal processes issued in pursuance of this chapter: Provided, that no truant officer complaining under the provisions of this chapter shall be required to give surety for costs, and no such officer shall become liable for any costs that may accrue on such complaint.

§ 8. The superintendent of schools of every town shall annually, on or before the first day of October, notify the state board of education in writing of the number and location and hours of session of schools established and maintained by the school committee in compliance with the provision of section one of this chapter and thereafter shall give immediate and similar notice of any school or schools subsequently established during the school year.

§ 2. This act shall take effect upon its passage, and all acts and parts of acts inconsistent herewith are hereby repealed.

5. **Letter from Howard E. Branch, Editor "G. F. E. Topics," General Fire Extinguisher Company, Providence, November 28, 1919:**

"We have not as yet tackled this proposition very thoroughly, but are planning to in the near future and have considered doing this with the assistance of the Inter-racial Council, which are, as you undoubtedly know, taking this matter up."

CHAPTER XXXVII

South Carolina

J. E. Swearington, *State Superintendent of Education*, Columbia. Letter, October 25, 1919. School Laws not Available.

1. Letter from J. E. Swearington, State Superintendent of Education. Columbia, October 25, 1919:

"Fortunately, South Carolina has no immigrant problem. Our population is almost altogether native-born Americans. Ignorance and illiteracy are too prevalent, especially among the negroes. We are doing all we can to blot out this problem in South Carolina by conducting schools for adult illiterates and night schools.

"In reply to your request for my views concerning the foreigner problem, I feel that such views are merely theoretical. At the same time, I am convinced that no adult should be allowed to remain in America unless he is willing to master the ordinary English of the shop and the newspaper. A foreigner who clings to his foreign tongue ought not be allowed to stay here.

"Foreign language newspapers should carry paralleled translations of all articles in English. The English language should be the exclusive basis of all instruction in the elementary grades.

"I believe in welcoming desirable foreigners to our shores, provided they come among us to join hands with us, cast in their lots with us and make America their home."

CHAPTER XXXVIII

South Dakota

FRED L. SHAW, *Superintendent of Public Instruction*, Pierre. Bulletin, "The School Laws of South Dakota, 1919."

1. State Legislation — Compulsion for Minors and Minors of Employment Age

School Laws of South Dakota, 1919. *Chapter* 11. *Article* 5.

7642. **General Requirements.** Every person having under his control a child of the age of eight years and not exceeding the age of sixteen years shall, annually, cause such child to regularly attend some public school or private day school, for the entire annual term during which the public school in the district in which such person resides is in session, until such child shall have completed the first eight grades of the regular common school course or shall have completed a course in a private day school equivalent to the first eight grades of the regular common school course; provided, that the district school board or board of education, as the case may be, may, after such child shall have completed the sixth grade or its equivalent, decrease the required term of attendance to not less than sixteen continuous weeks in each year until such child shall have completed the eighth grade of the regular common school course or its equivalent, or shall have reached the age of sixteen years; and provided, further, that this section shall not apply to a child otherwise instructed by a competent person and for a like period of time in the branches taught in the public schools, or a child who has already acquired the branches of learning taught in the public schools or whose physical or mental condition is such as to render his attendance at school, as hereinbefore required, unsafe, impracticable or harmful either to such child or others; provided, further, that all such instruction shall be given only and entirely in the English language.

2. State Legislation — Compulsion for Minors Between Sixteen and Twenty-one

School Laws of South Dakota, 1919. *Chapter "Relating to Compulsory Education."* (See pp. 77, 78.)

1. All persons between the ages of sixteen and twenty-one years, inclusive, who are not physically or mentally disqualified, and

who do not possess the ability to speak, read and write the English language as is required for the completion of the fifth grade in public schools of this state, shall attend public evening school classes for at least eight hours each week during the entire time that evening school classes of the proper grade shall be in session in the school district within five miles of his or her place of residence or until the necessary ability has been acquired; Provided, that regular attendance at a public day or part-time school shall be accepted in place of attendance at evening school classes.

The clerk of each school district in this state shall at the time of taking the regular school census, prepare and deliver to the County Superintendent of Schools a list of all persons in such district who are known or deemed to come under the provisions of this act.

The State Superintendent of Public Instruction may also require any teachers or superintendent or clerk of any school district board to prepare and furnish to him on or before the first day of June in any year a list containing the names of persons within their respective districts who are deemed to be subject to the provisions of this act.

The determination as to the persons who shall be subject to the provisions of this act shall be made by examination to be held by the County Superintendent or other authorized person under rules to be prescribed by the State Superintendent of Public Instruction. The District School Board, the County Superintendent of Schools, and the State Superintendent of Public Instruction, or any one of them, may direct any person to take such examinations, and the failure of such persons to take such examinations shall be construed as evidence that they are subject to the provisions of this section.

2. Any person subject to the provisions of Section 1 of this act who shall wilfully violate its provisions, shall upon conviction be punished by a fine of not less than twenty-five (25) dollars, nor more than one hundred (100) dollars, or by imprisonment in the county jail not less than ten (10) nor more than thirty (30) days, or both such fine and imprisonment in the discretion of the Court for each separate offense. The parent, guardian, or person sustaining the relation of *loco parentis* of any person subject to the provision of Section 1 of this act shall be held responsible for the school attendance of such person. The failure to maintain a regular attendance during each school month at an

evening school which is in session in that district shall constitute a separate offense for the purpose of this section.

3. The District School Board or Board of Education of any school district may, and upon the direction of the Superintendent of Public Instruction shall, establish and maintain for at least eight hours per week during a period of twenty-five weeks, or for a total of 200 hours during the school year, evening school classes in English, the fundamental principles of the Constitution, American history, and such other subjects as bear on Americanization as a part of the public schools; Provided, that no district shall be required to maintain a class for fewer pupils than a minimum number to be determined by the State Superintendent of Public Instruction. Such classes shall be organized to meet the needs of persons subject to the provisions of Section 1 of this act, and such classes shall be held at such places that in the opinion of the State Superintendent of Public Instruction are deemed most accessible to the members of the class.

3. State Legislation — Patriotic Measures

Special Session of Fifteenth Legislature. 1818. *Chapter* 39.

RELATING TO INSTRUCTION IN PATRIOTISM

AN ACT entitled "An act Requiring Instruction in Patriotism in All Educational Institutions, Both Public and Private, in this State."

Be it enacted by the Legislature of the State of Dakota:

1. In all educational institutions in this state, whether public or private, one hour each week in the aggregate shall be devoted to the teaching of patriotism, and the singing of patriotic songs and the reading of patriotic addresses, and a study of the lives and history of our great American patriots.

2. It shall be the duty of all instructors, and of all school officers and superintendents, to enforce the provisions of this act, and any person who shall fail, neglect or refuse to enforce the provisions of this act shall be deemed guilty of a misdemeanor, and on conviction shall be subject to a fine of not less than five nor more than one hundred dollars, or imprisonment in a county jail not less than five nor more than thirty days, or by both such fine and imprisonment, in the discretion of the court.

3. It shall be the duty of the State Superintendent of Public Instruction to revoke the certificate of any instructor in any school in this state, who shall fail, neglect or refuse to enforce the provisions of this act.

Approved March 23, 1918.

School Laws of South Dakota. 1919. *Page* 82, *Chapter* 3, *Section* 7660.

7660. Instruction in Patriotism. In every educational institution in this state, whether public or private, one hour each week in the aggregate shall be devoted to the teaching of patriotism, the singing of patriotic songs, the reading of patriotic addresses, and a study of the lives and history of American patriots. It shall be the duty of all instructors, and of all school officers and superintendents, to force the provisions of this section and any person who shall fail, neglect or refuse to enforce its provisions shall be deemed guilty of a misdemeanor, and upon conviction thereof shall be punished by a fine of not less than five nor more than one hundred dollars, or by imprisonment in the county jail not less than five nor more than thirty days, or by both such fine and imprisonment. It shall be the duty of the Superintendent of Public Instruction to revoke the certificate of any instructor in any school in this state, who shall fail, neglect or refuse to enforce the provisions of this section.

School Laws of South Dakota. 1919, *Chapter* 11, *Article* 1.

7631. Ethical Instruction. Moral instruction intended to impress upon the mind of pupils the importance of truthfulness, temperance, purity, public spirit, patriotism, respect for honest labor, obedience to parents and due deference to old age shall be given by every teacher in the public service of the state.

4. Americanization of South Dakota

Issued by Department of Public Instruction Fred L. Shaw, Superintendent, August, 1919.

M. M. Guhin,

Director of Americanization and Civic Training

a. A South Dakotan's Creed

"I believe in South Dakota, in the fertility of her soil, the warmth of her sunshine, and the nurturing tenderness of her winter snows; I believe in the simple beauty of her rolling

prairies and the more pretentious splendor of her western hills. I believe in her government, and in her institutions of home and church and school. I believe in the sturdy, intelligent manhood of her sons, and the chaste womanhood of her daughters; the hundred per cent. Americanism of her whole people. I believe that under the skies of South Dakota will continue to grow and prosper an intelligent, patriotic and God-fearing people amply able to work out and solve the perplexing problems of the future as they have those of the past. I believe that as the bright noonday sun is only the fulfillment of the morning prophecy of its dawning splendor, so the accomplishments of our state today are the monuments of the hardy pioneers of yesterday. I believe that as the gorgeous tints of the sunset skies predict the coming of a bright tomorrow, the proud record and accomplishments of South Dakota surely point to a state whose star shall outshine all others in the flag of our country."—FRED L. SHAW.

b. THE GOAL OF AMERICANIZATION TRAINING

In view of the commonly recognized need for adequately trained Americanization workers, the University of Minnesota has established an Americanization Training Course the object of which will be to afford fundamental, scientific, and practical training for men and women who wish to engage in any phase of the important and developing work of Americanization.

Perhaps the value of this specialized Americanization training may be best summed up if we state the gains to be aimed at for the individual most concerned, namely, the immigrant.

First. The most important thing the immigrant should get from the trained Americanization worker is the certainty that the worker stands for the best forces in America reaching out in a democratic way to help him in his difficult problems of new world adjustment. Too often the immigrant is the prey of the evil forces in America. The trained Americanization worker should stand to him for all the good America has to offer.

Second. The immigrant should feel the certainty that the worker understands him and his racial group; that he knows their peculiar strengths and weaknesses; that he knows the political, industrial, and social conditions under which they lived in their home country, why they came to America, the conditions in which they find themselves in America; that he realizes their problems here, their causes of discontent, and what they need in

order to fit themselves happily and successfully into the complex life of America.

Third. The immigrant from any one of the sixty odd racial groups represented in America should get from the trained worker the special educational, industrial, political, or other guidance which he needs to adjust himself to American life; the needs will vary with each group.

Fourth. The immigrant should acquire the language of America so far as he is able. But it must be remembered that many immigrants are too old or too much occupied with earning a living to learn the language of America well enough to have it become the language in which they think, and that for some time wise use must be made in Americanization work of the foreign tongue and the foreign press.

Fifth. The immigrant should get a realization of the real meaning of America — of the ideals of her founders, of her traditions, of her standards, of her institutions, and of her hopes. He should get sane ideas of social and economic adjustments which are truly democratic, and of the best ways for him to help in these adjustments.

Sixth. The immigrant should get from the worker encouragement to put into America all the talents, crafts, and ideals for good which he brings with him, to develop them in harmony with the best ideals of America, and so make his contribution to enduring American culture. He should be led to prize the things which are his own which make for good in America. On the other hand, he should get clearly a realization that his practices and characteristics which are weaknesses in America should be done away with as quickly and as completely as possible.

Seventh. The immigrant should get such a sympathetic understanding of the other foreign peoples in America that old world prejudices will tend to die, and confidence will be established among all groups here so that they may have fair and square dealings with one another.

Eighth. The immigrant should get from the Americanization worker the definite feeling that the worker stands in a real sense as an advocate of the immigrant against race discriminations and unjust treatment. It is true that as Americans our practices too often lag behind our democratic ideals, but a just and intelligent interpretation of America to the immigrant, and of the immigrant to the quick sense of a fair play of the American,

will do much to bring about a sense of justice and real democracy toward the foreigner which is the foundation of all true Americanization.

Ninth. Finally, the immigrant should get as a result of the entire effort of the trained Americanization worker such a fundamental and sympathetic understanding of America that he will necessarily develop a love and loyalty for our country, a desire to remain here, to become an American citizen, and to bear all the citizenship burdens of the nation in its continuous reconstruction toward a better realization of its democratic ideals.—ALBERT ERNEST JENKS.

c. AN ACT TO PROMOTE AMERICANIZATION

Chapter 169, *Session Laws of* 1919.

An Act entitled, "An Act to promote Americanization by requiring school attendance of persons between the ages of sixteen and twenty-one years, inclusive, who do not speak, read and write the English language equivalent to the requirement for the fifth grade in our public schools, providing for the establishment and maintenance of evening school classes, and making the state sheriff ex-officio truant officer, and providing for an appropriation.

Be it enacted by the Legislature of the State of South Dakota:

Section 1. All persons between the ages of sixteen and twenty-one years, inclusive, who are not physically or mentally disqualified, and who do not possess the ability to speak, read and write the English language as is required for the completion of the fifth grade in the public schools of this state, shall attend public evening school classes for at least eight hours each week during the entire time that evening school classes of the proper grade shall be in session in the school district within five miles of his or her place of residence or until the necessary ability has been acquired; provided, that regular attendance at a public day or part-time school shall be accepted in place of attendance at evening school classes.

The clerk of each school district in this state shall at the time of taking the regular school census, prepare and deliver to the County Superintendent of Schools a list of all persons in such district who are known or deemed to come under the provisions of this act.

The State Superintendent of Public Instruction may also require any teacher or superintendent or clerk of any school district board to prepare and furnish to him on or before the first day of June in any year a list containing the names of persons within their respective districts who are deemed to be subject to the provisions of this act.

The determination as to the persons who shall be subject to the provisions of this act shall be made by examination to be held by the county superintendent or other authorized person under rules to be prescribed by the State Superintendent of Public Instruction. The District School Board, the County Superintendent of Schools and the State Superintendent of Public Instruction or any one of them may direct any persons to take such examinations and the failure of such persons to take such examinations shall be construed as evidence that they are subject to the provisions of this section.

Section 2. Any person subject to the provisions of section 1 of this act who shall wilfully violate its provisions shall, upon conviction, be punished by a fine of not less than twenty-five (25) dollars, nor more than one hundred (100) dollars, or by imprisonment in the county jail not less than ten (10) nor more than thirty (30) days, or both such fine and imprisonment in the discretion of the court for each separate offense. The parent, guardian, or persons sustaining the relation of *loco parentis* of any person subject to the provisions of section 1 of this act shall be held responsible for the school attendance of such person. The failure to maintain a regular attendance during such school month at an evening school which is in session in that district shall constitute a separate offense for the purposes of this section.

Section 3. The District School Board or Board of Education of any school district may, and upon the direction of the Superintendent of Public Instruction shall, establish and maintain for at least eight hours per week during a period of twenty-five weeks, or for a total of 200 hours during the school year, evening school classes in English, the fundamental principles of the Constitution, American history, and such other subjects as bear on Americanization as a part of the public schools; provided, that no district shall be required to maintain a class for fewer pupils than a minimum number to be determined by the State Superintendent of Public Instruction. Such classes shall be organized to meet the needs of the persons subject to the provisions of section 1

of this act, and such classes shall be held at such places that in the opinion of the State Superintendent of Public Instruction are deemed most accessible to the members of the class.

Section 4. The District School Board or Board of Education of any school district may, and upon the direction of the State Superintendent of Public Instruction shall, establish and maintain as a part of the public schools, evening school classes in any subjects for which there may exist, in the opinion of the State Superintendent of Public Instruction among persons over sixteen years of age a sufficient demand; provided, that no school district shall be required to establish or maintain a class for less than a minimum number of persons to be determined by the State Superintendent of Public Instruction.

Section 5. A part, not to exceed one-half, of the salaries of teachers and the expenses of maintenance of evening school classes established under the provisions of this act shall be paid from funds hereinafter appropriated. Such payment shall be made only upon sworn statements of expenditures for salaries of teachers and expenses of maintenance under rules made by the State Superintendent of Public Instruction. No payments shall be made for salaries of teachers in classes established under the provisions of section 3 of this act unless such classes shall have been conducted for the minimum time therein stated, except by special action of the State Superintendent of Public Instruction.

Section 6. The State Superintendent of Public Instruction shall make regulations regarding the examinations prescribed by Section 1 of this act, shall make regulations regarding conditions under which it will direct the establishment of evening school classes, shall make regulations regarding the regular attendance required in the various sections of this act, shall determine the minimum number of pupils for which evening school classes shall be organized and maintained, shall arrange for state supervision of work done under the various school districts for portions of the funds hereinafter appropriated, and shall make any other regulations necessary to carry out the provisions of this act.

Provided, that any person or persons more than twenty-one years of age and less than fifty, who do not possess the ability to read, write and speak the English language equivalent to the requirements for the fifth grade in our State Course of Study, for the common schools, may attend during good behavior free

of charge any of the special classes established under the provisions of this act.

Section 7. The regular attendance required by this act shall be secured in the same manner and under the direction of the same officers as is provided by law for the compulsory regular attendance at any other public schools or classes.

Section 8. For the purpose of defraying the expenses of maintaining evening school classes and of enforcing the provisions of this act, there is hereby appropriated out of any moneys in the State Treasury, not otherwise appropriated, the sum of $15,000 or so much thereof as may be necessary for the purpose for each of the fiscal years ending June 30, 1920, and 1921. This appropriation shall be expended by warrants of the state auditor upon the State Treasurer on duly sworn itemized vouchers approved by the State Superintendent of Public Instruction.

Section 9. The State Sheriff shall be ex-officio truant officer, and is hereby charged with the enforcement of the provisions of this act as well as all laws of this state relating to compulsory attendance of persons of school age.

d. What Americanization Is

Americanization is the proper adjustment between the foreigner and the American to conditions in America. The Carnegie Survey Commission defines Americanization "as the process of uniting new with native-born Americans in a fuller common understanding to secure by means of self-government the highest welfare of all."

On the part of Americans it implies that they shall become more conscious and appreciative of the heritages that our immigrant population brings to us from older civilizations and their value when assimilated in our national life. They must realize that America is, and always has been, a composite nation into which have been merged the ideals, institutions, literatures, manners, customs, and national characteristics of nearly every nation in Europe. They must assume an attitude of true democracy and look upon the immigrant as a human being, and not a specimen of some other species. They must themselves know what the outstanding national characteristics of American life, thought, and actions are so that they may be able to interpret these "Americanisms" fairly to the immigrant.

The immigrant must realize that there is no principle of racial, national, or religious persecution here, and that any evidence of such is not due to the American spirit. He must realize that, coming of his own free will, he tacitly accepts America and all that it implies. By immigrating to America he, per se, accepted our form of government, language and institutions. He could not possibly expect to perpetuate his own country in the United States. If this were reasonable, then, according to our own principle of self-determination, we should have at least fifty nations here before 1920; for if the nationalistic spirit is recognized in Europe and insisted upon, particularly by America's representatives at the World Conference, surely it would be logical that the same principle should operate here, and we should have thousands of little Germanys, Italys, and Norways asserting their right to a national existence in America. Our insistence upon the use of the American language, as the common means of inter-communication, has nothing in common with the language persecutions in Europe; but the foreigner who insists upon a foreign language as the medium of conveying thought in an American community, in reality takes the same position as did Russia when it proscribed the Polish language; indeed, his position is more untenable than Russia's, for to be a parallel case we would need to assume that this American community is subject to the autocratic control of the country from which the immigrant came. If an American community is subject to Russia, then by all means use the Russian language; but if it is a part of America, the American language must be the means of communication.

Americanization means for all of us an increased devotion to our nation and a desire to grasp more firmly its fundamental principles. The war has made us feel a personal responsibility to the government; Americanization proposes to perpetuate this attitude. It says to all, "You must help preserve the nation saved from autocratic rule; you must make Democracy safe for the world. In daily contact with your fellow men, in your daily routine of labor, and in all situations you cannot escape the responsibility of determining the ultimate destiny of this nation. It is not the flag, the army, the navy, the President and Congress — it is YOU who will bring this nation toward a glorious perfection in true nationalism, or destroy it in intercidal strife."

"Americanization is an effort to assist the alien to understand, to appreciate, and to partake of the best in American life and

thought. It is an effort that will provide facilities that will enable him to become an integral part of America and its life. It is a movement to help him share the privileges and benefits a democracy has to offer and to fit him for the resposibilities of a democratic commonwealth."

Americanization is a broader conception of the duty of the state in the matter of education. Heretofore, education has been primarily for literates, not illiterates. Very few children in our schools over ten years of age are unable to pass a literary test; those under that age are not considered in statistics concerning literacy. If grade, high school, and even college instruction is provided for literates, why should not at least an elementary education be provided for illiterates who are capable of benefiting by it? In one sense Americanization is a part of an educational movement based on the principle that an intelligent citizenship is necessary to safeguard the perpetuity of a democratic government and that those most in need of education should not be deprived of its privileges.

Americanization aims to do away with race prejudice in this country. "Race prejudice among the peoples in America, one for another, is a vice, and the aim should be to eradicate it so far as possible. The process will be a two fold one: First, races with characteristics undesirable to America must be taught to undo these causes of race prejudice; second, all races must be taught to know the worthy characteristics of the races they are prejudiced against in order to replace their prejudice with genuine sympathy and appreciation, that all may merge their interests, aspirations, and powers in the larger American people."

e. What Americanization Is Not

Americanization is not a movement to nationalize immigrants by compulsion. Never in all history has there been such a successful assimilation of many peoples in such a short time as in America. Of 33,000,000 of foreign birth or parentage all but 10,000,000 have voluntarily accepted American citizenship and all but 8,500,000 have voluntarily accepted our language. Russia's autocratic rule in Poland for 125 years failed either to crush the Polish national spirit or to do away with the Polish language. The secret of our success in nationalizing millions of foreigners who endured untold persecution in their former home, lies in the fact that they have NOT been under compulsion here. Amer-

icanization is a CONSCIOUS continuance of the policy we have always pursued.

Americanization is NOT an anti-foreign language movement. It would seem unnecessary to make this statement in a country that has always looked upon the acquisition of a foreign language as an accomplishment and evidence of culture. It will be most unfortunate if we should ever look upon an increased power of communication, increased ability to interpret nationalistic life, and increased proficiency in the treasures of foreign literatures as other than an accomplishment much to be desired. Americanization simply holds that English is an absolute necessity both to the nation and to the individual if he is to avail himself of the best in our national life; it commends and appreciates the acquisition of any additional language just as it commends advancements in science or art.

Americanization is NOT primarily a movement to secure general knowledge of English. This is merely a means to an end; but a very necessary means. The end is a genuine American citizenship. An acquisition of English is necessary, because the fundamental principles, constitution and laws of our government which the immigrant should know are best expressed in English. The final end of Americanization work is patriotism — an admiration for and an undying faith in America.

f. REASONS FOR AMERICAIZATION WORK

There are 10,000,000 aliens in the United States. There are 8,500,000 persons over ten years of age who do not use the English language. Secretary Lane, of the Interior Department, says: "There are in the United States 5,516,169 persons over ten years of age who cannot read and write in ANY language. Of this number, 4,697,613 are twenty years of age or over; 57.7 per cent. are white people; 1,534,272 are native-born whites. There are 700,000 men of draft age who cannot read and write English or any other language. These men cannot be good soldiers. They cannot sign their names. They cannot read their orders posted daily on bulletin boards in their camps. They cannot read their manual of arms. They cannot read their letters or write home. They cannot understand the signals or follow the signal corps in time of battle."

The sale of liberty bonds and the war relief work was greatly hampered because immigrant peoples could not understand the

appeals of lecturers nor read the notices in papers and on billboards. The conservation of food was restricted for the same reasons. In some cases the government was hampered by disloyal persons who sympathized with our enemies. Thus the imperative need of education of immigrants and many native-born citizens in English was emphasized, and also the need of inculcating American principles in the minds of those who, by their own choice, have come to our shores.

The "Christian Science Monitor" says: "What shall be done to bring these millions to know the real America, the idea as well as the place? For the country that could not long endure half slave and half free cannot long endure two-thirds American and one-third European. An answer has already been offered in the word 'Americanization.' It is a word that is on the tongue of social workers, government agents, department chiefs, municipal officers, superintendents of community centers, and immigrant agents; it is in the reviews and magazines, in the newspapers, in countless pamphlets and leaflets. It sums up the plans of hundreds of new groups and old organizations that have seen the need and are eager to meet it."

But Americanization is, perhaps, equally desirable because old line Americans need to modify and readjust their attitude toward immigrants. The American who speaks of the foreigner as a "Dago" or a "Hunky" and who evidences an ill-disguised contempt for the immigrant and his children is quite as far from living up to the principles of American democracy as the immigrant who does not try to learn our language. The immigrant enters America in a receptive, open-minded mood; he believes in America as a good place to live or he would not come. Just how much of the laxity of immigrants in adopting our language, ideals, and standards is due to the chilling reception they have received is a matter of conjecture. The great majority of our immigrants come from the rural districts of Europe. Their landing in New York must seem to them like arriving on a new planet. Their conception of America is the sum total of their impressions of individual Americans. Every individual contact between an immigrant and an American results in either an increased kindly feeling for this country or the opposite. The individual responsibility of Americans in personifying the American spirit is an important factor in Americanization.

The immigrant is often the victim of exploitation which makes him diffident and even suspicious of things American. The labor agent meets him at the port of entry and charges him for getting a job. He is overcharged for what he buys, refused accommodation in even second-class hotels, and subjected to slighting, jeering remarks. The irresponsible American notary public often makes outrageous charges for slight services. The Eldorado of his dreams is shattered frequently by these men; and it does not mitigate the evil to know that these grafters are usually his own countrymen who have gained a knowledge of our language.

g. WHO CAN HELP IN AMERICANIZATION WORK?

Everybody. Just as all helped, or should have helped, in the sale of liberty bonds and war relief work so all can help in Americanization work. Each of us can give his moral support to the work, encourage attendance at evening schools, teach a new word occasionally to an immigrant, help him to read a sign and commend him for trying to learn our language. Everyone can become more interested in the country from which the immigrants of a community come. Everyone can take a personal interest in someone from a foreign land and help him interpret America in terms of his past experience. More specifically, however, these can help.

Racial Leaders. The influence which a race leader may exert over his fellow immigrants is vitally important. If our presentation of Americanization is unfair we invite correction; but if our purposes and aims are just and sympathethic, we ask the racial leaders of the state to assist us in making Americanization a success.

Librarians. Librarians can help in two ways: first, by placing books on immigration and Americanization and translations of some of the great literary productions of the country from which immigrants in the community come, on the library shelves; second, by securing books of limited and easy vocabulary for foreign students to read. To these may be added books in the foreign languages used in the community, especially such books as lead to an understanding of America. The American library is the only institution where everyone is welcome regardless of race, sex, age, or religion. It is a characteristic American institution, and as such, should be made known to the immigrant through the press and through the school children. New books

bearing on Americanization should be mentioned in the newspapers so that people may know they are available.

Newspapers. The patriotic service rendered by the press of the state during the war indicates its importance in Americanization work. We ask the support of the newspapers solely on the ground that the work is patriotic service. We realize the incessant call on the press for free space and shall not feel aggrieved if our matter is rejected; we shall, however, feel that one of the most potent agencies for furthering a better citizenship is not functioning if the press does not give us its support.

Ladies' Reading Clubs. We suggest that the theme "Americanization" or "Our Immigrant Popoulation" would be a most opportune one for this year. Until people become more interested in this work, until they realize its significance as a factor in our national life, it will be largely perfunctory.

Employers of Foreign Labor. Employers can give valuable assistance by encouraging attendance at evening schools. This can be done by personal conference with employees, posting placards announcing evening schools where employees will see them and by inserting announcements of evening schools in pay envelopes.

Ministers and Priests of Immigrant Congregations. No agency can be more effective in furthering Americanization work than the minister or priest of an immigrant congregation. We have tried to make clear that the work is, in no sense, an infringement on the rights or privileges of their people. The work does not contemplate any restriction on the use of a foreign language; and instead of working a hardship upon the immigrant, it aims to have Americans acquire a juster, fairer appreciation of what the foreigner has contributed to American life. It proposes to do away with all odious nicknames, and to discountenance any disposition to "look down upon" the immigrant. Believing that Americanization work is the mutual process between the old-line American and the immigrant, the Americanization department earnestly calls upon the pastors of immigrant congregations to give us their support and co-operation.

Boards of Education, School Boards and Teachers. You are to be the medium through which the Americanization law is to function. It is through you the evening schools are to be organized as

"Part of the Public School System." Every district in a village or city having five or more persons affected by the Americanization law, should establish an evening school unless such persons are taking the required work in the regular day school or in private instruction. In township rural districts having five or more persons affected by the law, an evening school should be organized in one of the schools of the township. The school and teacher should be selected on the recommendation of the county superintendent. In communities having the one-school rural district, a joint evening school should be maintained.

Grade Pupils and High School Students. "Child Instructors" may do effective work in teaching parents, relatives or friends who speak English, and who desire to read and write English. Children, however, have not the patience necessary for the instruction of people who do not understand English, nor have they the technique necessary to make the work a success. Children may also help by carrying the Americanization message to foreigners' homes and by inducing parents or other relatives to attend the evening school.

Y. M. C. A., Y. W. C. A., K. of C., B. P. O. E. and Other Fraternal Organizations. The spirit of patriotism and Christianity dominates the principles of these and other fraternal organizations. No better opportunity for the practical application of these principles can be found than in Americanization work as defined by the national leaders in this movement. The co-operation of all organizations interested in a more dependable citizenship is desired in this work.

Citizenship Courts. Aliens who have not declared their intention of becoming citizens, if desirable, should be induced to do so. Those who have neglected to complete their citizenship should be urged to make the necessary preparation and secure their "second papers." An admirable practice is being adopted by naturalization courts in making the reception of new citizens an impressive formal affair; this practice should be generally adopted. A higher standard of citizenship may be required by citizenship courts where adequate educational facilities are provided. If there are no schools for adults the standard of citizenship need not be so high, and the judge awarding citizenship papers may be more lenient. Those in charge of evening schools should seek the co-operation of citizenship courts and, if possible, have the diploma from the evening school accepted in lieu of an examination by the court.

Cities of the First and Second Class. An expert Americanization worker is just as necessary in your school system (assuming that you have a considerable immigrant population) as a domestic science instructor or manual training teacher. Since the idea of providing educational facilities for a very meager education for all who desire it is new, it will not be surprising if many cities in our state wait a few years until the movement is more generally recognized. On the other hand, there is compensation in being pioneers, and it is hoped that, just as the State of South Dakota ranks as one of the four states first to take up this work, several of our cities will engage Americanization directors.

Dr. Shields, of Los Angeles, says: "We have not learned that the teaching of foreigners is a highly skilled work, demanding peculiar insight and ability. We need a corps of adequately trained teachers who will make teaching of foreigners a permanent profession."

An Americanization director will do much more than organize evening schools; she will train the assistant teachers in these schools in the technique of teaching a new language to adults; she will interview race leaders, employers of foreign labor, ministers and priests having immigrant congregations and endeavor to secure their co-operation; she will interest ladies' clubs and get them to help; she will plan race programs and thus reach many immigrants who would not otherwise be reached by the evening school.

The state department will assume, in case a city secures an Americanization worker, that the problem will be taken care of in such city, and will expect only such reports as the law requires. The Americanization director will be responsible to the city superintendent and board of education just as the other supervisors are responsible to them. A wonderful impetus will be given to the work if a half-dozen cities engage Americanization specialists.

h. Justification of the South Dakota Americanization Law

This law must not be confused with the restrictive law pertaining to certain languages in force during the war. The latter was due to war time necessity, possibly somewhat exaggerated, due to a highly wrought public feeling always in evidence when a nation is at war. It should be remembered that the same legislature which enacted the Americanization law repealed the restriction on the use of foreign languages.

The Americanization law is not an anti-language law — it is a pro-American law. It is, essentially, a compulsory education law and is based on principles that have always been recognized in this state. Heretofore we have had a compulsory education law requiring attendance of all children until they have completed the sixth grade or have passed the age of sixteen years. Then the war revealed the appalling number of illiterates; our legislature deemed it wise to extend the compulsory education law. However, it did not wish to work a hardship on those engaged in gainful occupations; so it required attendance only at evening schools. Instead of six hours attendance, as in the case of day pupils, it required only two hours; instead of five days a week, it required only four sessions; and instead of thirty-six or thirty-two weeks, it required attendance for only twenty-five weeks. Furthermore, instead of requiring attendance until completion of the sixth grade, it required attendance only of those who have not completed the fifth grade.

No one will deny the right of the legislature to pass a compulsory school attendance law affecting minors. There is no new principle involved in the law. It does not apply to adults, although it specifically invites them to attend. It provides only for the most meager education consistent with intelligent citizenship — the ability to read simple English, write a simple letter, and know the fundamentally important facts of American history and civics and the principles on which the American government is based. It is not a law restricting rights, but enlarging them. It recognizes the necessity of special instruction for adults and those near the adult age and simply provides a means whereby they can receive this instruction without great inconvenience and without interfering with their daily work.

The department will be glad to receive assistance from volunteer workers, either in the actual instruction of illiterates or in promoting Americanization work in a more general way throughout the state.

i. AMERICANIZATION WORK

The Evening School. Hundreds of these schools should be established throughout the state. The teachers should take advantage of every opportunity to learn the technique of instructing adults in a new language. Every effort should be made to secure the attendance, not only of those affected by the law, but also of all adults needing the work. Regular attendance is vitally

important, for pupils make rapid progress after the first few lessons.

The use of the stereopticon will greatly facilitate instruction in the fundamentals in history and civics. Slides showing historic events accompanied with explanatory talks in simple language in which essential American principles of government are emphasized will not only be interesting but very effective. No better means of awakening a love for America can be used than to interest the pupils in great American heroes — statesmen, generals, admirals, inventors, writers, and industrial leaders. The stereopticon offers a splendid opportunity to do this. Almost any community will heartily co-operate in raising funds to secure a machine for the use of evening schools.

Home Work. This consists of getting acquainted with the immigrant mother in a friendly way and rendering such help as can be rendered without any taint of condescension or patronizing. This help may consist of individual lessons in English; or a home group may form a class in English; but it should also include the inculcating of American standards of sanitation, care of children, and homemaking. Whatever may be attained in a mastery of English or improved home conditions, a genuine mutual friendship between the Americanization worker and the immigrant mother should always result.

The tragedy enacted in many immigrant homes has received little consideration from old-line Americans. The mother is often completely isolated from American institutions and American thought. She has no opportunity to learn English even if she desires to do so. Her children attend school, soon acquire facility in the use of English, and often yield to the thoughtless cruelty of their American playmates and look down upon everything that savors of old world tradition, including the immigrant mother. The latter sees her child drifting away from her, and, in her helpless despair, blames America for this severing of the home ties, A few years later, the child develops disrespect, disobedience and finally open rebellion. The American child who makes fun of the foreign child's dress, speech, or customs has helped to destroy filial affection in the immigrant home.

"The basis of every worth-while civilization the world has ever known, and the hope of America, is to be found in the family. Whatever tends to disrupt the family makes for anarchy — whatever tends to preserve it makes for permanence. That which

tends to break down respect for parents tends to root out all reverence." Americanization work with the immigrant mothers is worth while if for no other reason than that it tends to preserve the mutual understanding and respect between mother and child; it is worth while from the standpoint of intelligent citizenship; and it is especially worth while since the immigrant mother is now granted the right of suffrage. Americanization proposes to help the immigrant mother directly through home work and indirectly by getting American children to see how UNFAIR and, therefore, UN-AMERICAN, it is to cast discredit upon any one because of her nationality. The time will soon come when the child who speaks of a "Dago" or "Hunky" will, in turn, be called a "slacker" by her playmates; for she is not an Americanization worker. As Mr. Roosevelt said: "Let us insist upon thorough Americanization of the newcomers on our shores; but let us also insist on the thorough Americanization of oursleves."

Industrial Work. There are few great industrial plants in the state, and, except in the case of the great mines in the Black Hills, there is little need for the organization of industrial classes. Valuable assistance can be rendered by foremen and managers in co-operating with the local school authorities in developing the us also insist on the thorough Americanization of ourselves."

State to Aid Evening Schools

The Americanization law provides that "not more than half the expense of maintenance" shall be borne by the state. The department has decided to allow the maximum state aid permissible under the law to those evening schools which comply with the intent and purpose of the law until the appropriation is exhausted. The manner of apportionment will be as follows:

Filing Applications for State Aid. Beginning with the first day of "Americanization Week" (to be proclaimed by the Governor) applications will be received, numbered and filed in the order in which they are received. An application must certify that the evening school has been organized and is under the direction of a teacher whose appointment has been approved by the county or city superintendent.

Apportionment of Funds. Under the law, there can be no apportionment of funds until the school has qualified by holding sessions for eight hours a week for twenty-five weeks. During

this period the Department will make every effort through personal visits, reports on attendance, examination of pupils, and recommendations of superintendents, to determine which schools are justly entitled to state aid. It will then apportion the available funds to the schools deemed worthy in the order in which their applications are filed. Since only about 150 schools can receive state aid, it is altogether probable that there will be many schools which qualify that cannot be awarded aid this year.

To illustrate. The evening school which files the first application, providing it does satisfactory work, is certain to receive state aid; so is the school which files the 150th application. The school that files the 175th application may, or may not, receive state aid, depending upon how many of the schools previously filing applications have been disqualified. Any school, no matter what the order of its application, which does not comply with the law and with the conditions imposed by the department will not receive state aid.

Requirements for Evening School

1. The school must be organized before December 1, 1919.
2. It must be in session four evenings a week for twenty-five weeks.
3. Each session, exclusive of intermissions, must be equivalent to two hours.
4. Text-books designed for adults must be provided under the free text-book act without cost to pupils.
5. The selection of the teacher in charge must be approved by the city or county superintendent, subject to final approval by the department.
6. Instruction must be provided in speaking, reading and writing English and in the fundamental facts and principles of American history and civics.
7. All reports called for by the superintendent and this department must be furnished promptly.
8. The total attendance must be at least three-quarters of the possible attendance estimated on the enrollment.
9. No school can qualify unless a reasonable effort has been made to secure enrollment of all affected by the Americanization law in the district.
10. Plenty of good blackboard space must be provided. It is recommended that a stereopticon and historic slides be secured for each school.

11. The school must be inspected and approved by the director of Americanization or by some person authorized by him to inspect and approve such school.

12. The minimum results expected from the course of 100 sessions of an evening school are: (1) Ability to carry on a conversation on familiar topics; (2) ability to read intelligently a lesson in an ordinary third reader; (3) ability to tell about some of the great characters in American history and to state some of the fundamental principles of our government; (4) ability to write a very simple letter in English; (5) an awakened sense of pride in America, in its history and institutions, a feeling of the responsibility of American citizenship, and a desire to continue education.

Some time in August or September an effort to organize for effective work in Americanization should be made by all communities inhabited by a number of immigrants. This applies to nearly all cities and to many villages. Even where a village has not an immigrant population within its corporate limits but has a number of immigrants in its trade territory, it is earnestly urged that steps be taken to establish an evening school. The real community unit in our state is NOT the civic township, but what Dr. Galpin calls the "Borough," which corresponds to the German dorf and in the Russian mir. It consists of a retail trade center or village set in a fairly definite, though very irregular, trade zone. The people living in this area, village and rural, have common interests — business, church, high school, cream factory, library, newspapers and social affairs. Wherever possible, this idea of a community of interests between the village and its trade area should be applied in Americanization work. Action on this suggestion will have a distinct effect in developing a truer American spirit in both rural and urban people.

The first step toward organization for Americanization work may consist in the calling of a meeting by any group of people particularly interested. This meeting should be as widely advertised as possible and all agencies that may be helpful should be invited to co-operate. Among these are the city or village council, the township board, district school board, the board of education, superintendent, principal, and teachers, newspaper men, ministers and priests, commercial club, race leaders, members of the defense league, liberty bond committee, Red Cross, and war relief workers, Y. M. C. A., Y. W. C. A., K. of C., B. P.

O. E., M. W. A., and other fraternal organizations, soldiers' organizations, and ladies' clubs. An official of the city or school district may be asked to preside.

The meeting should be addressed by someone acquainted with the general problem of Americanization and by a local man or woman who knows the local problem. It should be conducted on the "open forum" plan and free discussion allowed. It should result in the appointment of a nominating committee which may be granted the right to NAME the Americanization committee, thus dispensing with the need of another general meeting. The State Director of Americanization will be glad to respond to invitations to address such meetings; and if unable to do so, will endeavor to secure a speaker.

When the Americanization committee is appointed, it should meet on the call of the chairman, and decide what work should be undertaken in Americanization and how it is to be done. The committee should be large, and as far as possible, representative of the various organizations which are active in the community. Cleveland, Ohio, has a committee of one hundred members; but a much smaller number will suffice in our cities and towns. Care should be taken to have the element of foreign extraction represented on the committee.

It should be the special business of the committee to arrange for a community observation of "Americanization Week" which Governor Norbeck will proclaim, to be observed some time in September. The committee should also plan on methods of interesting all who would profit by taking the evening school work. The evening school, being a part of the public school system, will be organized and financed by the board of education, the district to be reimbursed for one-half the expense of maintenance by the state, if the school is approved by the state department, and the application for recognition is made in time so that the funds will not have been previously exhausted.

Recognition of Work Done

The state department will grant a diploma certifying completion of the first term of evening school to all who attend regularly and make fair progress. This diploma will contain the grades given by the teacher; the worth of the diploma will depend upon the grade and all pupils should strive to attain grades that they may be proud of.

A special button or other honor emblem will be awarded to any person, whether adult, high school student, or grade pupil, who can furnish satisfactory evidence that he or she has instructed any person who was unable to read and write English on July 1, 1919, and who is able to pass a literary test on July 1, 1920. This emblem may well be considered as a distinct recognition of an active, effective American spirit, and will be accompanied by a personal letter of thanks from the Director of Americanization. A list of these "Americans in Action" will be published in the South Dakota educational journal and in the newspapers of the state. A certified statement of the work done, signed by a superintendent or high school principal will be accepted by this department. In no case do we advise that this work be attempted by children except when the pupil studying English already speaks our language.

Books Adapted to Adults in Study of English

"English for New Americans," by Field and Coveny. Silver, Burdett & Co., Chicago.

"English for Coming Americans," by Goldberger. Chas. Scribner's Sons, New York.

"English for Foreigners," by Sara O'Brien. Houghton, Mifflin Co., Chicago.

"Standard Short Course," by Chancellor. American Book Co., Chicago.

"How to Learn English," by Prior and Ryan. Macmillan Co., Chicago.

"First Lessons in English for Foreigners," by Houghton. American Book Co., Chicago.

"Studies in English," (a grammar), by Chancellor. American Book Co.

Series 1, 2 and 3 in tablet form. (Five cents each.) Association Press, New York.

Books Every Evening School Teacher Should Have

"How to Teach English to Foreigners," by Goldberger. New York Public Schools.

"English for Coming Americans," a manual, by Roberts. Association Press.

"Illustrated Phonics," by Ives. Longmans, Green & Co., Chicago.

"First Steps in Americanization," by Mahoney & Herlihy.

Books for School Libraries

"Americanization," by Talbot. H. W. Wilson & Co., New York.

"The Promised Land," by Mary Antin.

"Introducing the American Spirit," by Steiner.

"On the Trail of the Immigrant," by Steiner.

"Races and Immigrants in America," by Commons.

"Making of An American," by Jacob Riis.

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j. Speech of Hon. Franklin K. Lane, Delivered Before Americanization Conference at Ebbitt Hotel, Wednesday Evening, May 14, 1919

The right of revolution does not exist in America. We had a revolution 140 years ago which made it unnecessary to have any other revolution in this country because it was fundamental. One of the many meanings of democracy is that it is a form of government in which the right of revolution has been lost by giving the government wholly to the people. Revolution means revolt. Against whom are we to revolt in the United States excepting the people of the United States?

In a large sense all of us are going to school; but we are not going to school in the sense that we have an autocratic teacher over us. We are being self-taught through experience. We are learning day by day what as a democracy we should do and can do. No one is telling us what we may be permitted to do. Once a people have acquired the right to determine their own laws the right of revolution is as dead as the Divine Right of Kings is in Europe, and this idea cannot be too strongly impressed upon those who have come to us from other countries. They for centuries have been in a state of internal revolt against their rulers; here we are our own rulers. If we Americans do not like officials, programs, policies, measures, systems, we can try others, but in Europe the right of self-determination as to domestic concerns has been denied, and, therefore, the right of revolution has been preached.

No man can be a sound and sterling American who believes that force is necessary to effectuate the popular will. As we have taken from the duelist his pistol and compelled him to seek redress in the law, so in the larger affairs of the nation we have

said, "This is your country. Make it what you will; but you must not use force, for when you came here and became a citizen you gave over the right to resort to anything but public opinion and the methods of the law in the determination of national policies. You are the sovereign citizen, and as a sovereign you cannot repudiate yourself. If you are in a minority you must wait until you become a majority, and as a majority you must be content to prevail by processes which respect the rights of the minority."

Americanism does not mean that any one economic system is right; Americanism does not mean that the United States is a perfected land; Americanism does not mean that any one social philosophy must be accepted as the final expression of truth; but Americanism does mean, and emphatically means, that we have repudiated old European methods of settling domestic questions, and have evolved for ourselves machinery by which revolution as a method of changing our life is outgrown, abandoned, outlawed.

CHAPTER XXXIX

Tennessee

ALBERT WILLIAMS, *State Superintendent, Department of Public Instruction*, Nashville, October 28, 1919. Bulletins, "Compilation of Tennessee School Laws, Topically Arranged, to June 30, 1917," and "State of Tennessee Compulsory Attendance Law, as Enacted in 1913, and Amended in 1919."

1. State Legislation — Compulsion for Minors and for Minors of Employment Age

Compulsory Attendance Law, as Enacted in 1913 *and Amended in* 1919. (Article XVIII.)

AN ACT to regulate and require the attendance of school children upon schools in the State of Tennessee, and to provide means for the enforcement of this act.

Section 1. *Be it enacted by the General Assembly of the State of Tennessee,* That every parent, guardian, or other person, in the State of Tennessee, having charge or control of any child between the ages of seven and sixteen years, inclusive, shall cause such child to be enrolled in and attend some day school, public, private, or parochial, for the entire term of school in each year in the county or city in which said child may reside.

Section 2. *Be it further enacted,* That any child between the ages aforesaid may be excused temporarily from complying with the provisions of this Act in whole or in part, if it be shown to a court of competent jurisdiction, or a County or City Board of Education having control of the school to which said child belongs, that said parent, or guardian, or person having charge or control of said child is not able, through extreme destitution, to provide proper clothing for said child, or that said child is mentally or physically incapacitated to attend school for the whole period required or any part thereof, or that the school to which the said child belongs is more than two miles by the nearest traveled road from the residence of the child, and public transportation to and from school is not provided, or that said child has completed an elementary school course, including eight grades, and has certificate to that effect from the principal of the school attended. If any child is unable to attend school as hereinbefore required by not being able to procure books, on satisfactory proof of the same, the County or City Board of Education having charge of

the school to which said child belongs, shall purchase said books out of the general school fund of the city or county and lend to said child under regulations prescribed by the State Board of Education.

If it is ascertained by any City or County Board of Education that any child, who is required under the provisions of this Act to attend a school under the control of the said County or City Board of Education, is unable to do so on account of lack of clothing or food, such case shall be reported to any suitable relief agency of said county or city, or if there be no such suitable relief agency to whom the case can be referred, it shall be reported to the proper Commissioners of the Poor or other officials having charge of such work for investigation and relief.

Section 3. Be it further enacted, That any parent, guardian, or other person having charge or control of any child embraced within the provisions of this act who, with intent to evade the provisions of this Act, shall make a false statement concerning the age of such child or the time that such child has attended school, shall be deemed guilty of a misdemeanor, and upon conviction thereof shall be fined in any case not less than two dollars or more than fifty dollars, at the discretion of the court.

Any parent, guardian, or other person failing to comply with the provisions of this Act, shall be deemed guilty of misdemeanor, and upon conviction thereof shall pay a fine of not less than two dollars nor more than twenty dollars for the first offense, and not less than five nor more than fifty dollars for the second and every subsequent offense, and the cost of the suit.

2. State Legislation — Teacher Requirements

Tennessee School Laws to June 30, 1917. (Page 43.)

No person shall receive a certificate to teach in the public schools of this State unless he has a good moral character, and under no circumstances shall certificates be granted to persons addicted to the use of intoxicants, opiates or cigarettes. All persons who appear before the local examining committee of any county or the State Board of Examiners for teachers' certificates, as hereinafter provided, must satisfy the local examining committee or the State Board of Examiners that they meet the requirements of this Act as regards age and moral character before being allowed to proceed with the examination; and the local examining committee or State Board of Examiners may require proof as to age and testimonials as to character.

CHAPTER XL
Texas

ANNIE WEBB BLANTON, *State Superintendent, Department of Education*, Austin. Letter, November 10, 1919. Bulletin, "Public School Laws of the State of Texas, December 1, 1917." Bulletin 99, March, 1919, "Some Recent School Legislation."

1. State Legislation — Compulsion for Minors

Public School Laws, 1917.

Section 71. *Attendance Requirements and Provisions.*— Every child in this state who is eight years and not more than fourteen years old shall be required to attend the public schools in the district of its residence, or in some other district to which it may be transferred, as provided by law, for a period of not less than sixty days for the scholastic year, beginning September 1, 1916, and for a period of not less than eighty days for the scholastic years (year) beginning September 1, 1917, and for the scholastic year 1918–19, and each scholastic year thereafter a minimum attendance of 100 days shall be required.

Section 72. *Exemptions.*— The following classes of children are exempt from the requirements of this act:

(a) Any child in attendance upon a private or parochial school or who is being properly instructed by a private tutor. . . .

(b) Any child whose bodily or mental condition is such as to render attendance inadvisable, and who holds definite certificate of a reputable physician, specifying this condition and covering the period of absence. . . .

(c) Any child who is blind, deaf, dumb or feeble-minded, for the instruction of whom no adequate provision has been made by the school district. . . .

(d) Any child living more than two and one-half miles by direct and traveled road from the nearest public school supported for children of the same race and color of such child, and with no free transportation provided. . . .

(e) Any child more than twelve years of age who has satisfactorily completed the work of the fourth grade of a standard elementary school of seven grades, and whose services are needed

in support of a parent or other person standing in parental relation to the child, may, on presentation of proper evidence to the county superintendent of public instruction, be exempted from further attendance at school. . . .

2. State Legislation — Flags

SOME RECENT SCHOOL LEGISLATION, 1919

RESOLUTION CONCERNING THE FLAG

Whereas, The Texas Flag Law places upon the State Superintendent of Public Instruction the responsibility of issuing to the schools instructions in regard to the details of the observance of the law.

Whereas, Intelligent care of the flag is a part of the lesson of patriotism, since the flag is to the child the symbol of his love of his country; and

Whereas, The Superintendent of Public Instruction is in hearty accord with the desire of certain members of the Legislature to preserve the flags now the property of the schools, and not to represent the patriotic feeling of our nation by tattered and discolored emblems on the schoolhouses of our State; therefore, be it

Resolved, That it is the wish of the Legislature of Texas that the State Superintendent of Public Instruction shall include, in instructions to city and county superintendents, provisions requiring the flag of each schoolhouse to be kept within doors, to be displayed on the exterior of the building only in good weather, on suitable occasions, and at such regular intervals as may be desirable, at the same time providing for such regular use of the flag in patriotic exercises as may inspire in the children of the State the proper reverence and enthusiasm for the star spangled banner of the greatest republic in the world.

3. Letter from Miss Annie Webb Blanton, State Superintendent, Department of Education, Austin, November 10, 1919:

"The only organized work at present being done is under the direction of the State Council of Defense, the Y. M. and Y. W. C. A. and the local school boards of the larger cities. I asked the last legislature to appropriate a fund for Americanization work for the State Department of Education, but the appropriation was not granted. In practically all of the larger cities of the state night schools are provided out of local public school funds. In these schools special classes in English are open to adult foreigners."

CHAPTER XLI

Utah

E. J. Norton, *Assistant Superintendent of Public Instruction,* Salt Lake City, October 28, 1919. Bulletin, "State of Utah School Laws, Reprinted from the Session Laws of Utah, 1919."

1. State Legislation — Compulsion for Minors and for Minors of Employment Age

School Laws, 1919. *Pages* 14, 15. *Chapter* 92.

PART-TIME SCHOOLS

AN ACT to provide for the establishment of part-time schools and classes and to compel attendance of minors upon such schools and classes.

Be it enacted by the Legislature of the State of Utah:

Section 1. **Attendance; excuses; power of superintendents.**— Every parent, guardian, or other person having control of any minor between sixteen and eighteen years of age or any minor under sixteen years of age who has completed the eighth grade, shall be required to send such minor to a regular public or private school at least thirty weeks each school year, unless such minor is legally excused to enter employment; and if such minor is so excused, the said parent, guardian or other person shall be required to send such minor to a part-time school or a continuation school at least 144 hours per year; provided that in each year such parent, guardian, or other person having control of such minor may be excused from such duty by the district board of education for any of the following reasons:

1. That such minor has already completed the work of a senior high school.

2. That such minor is taught at home the required number of hours.

3. That such minor is in such physical or mental condition (which must be certified by a competent physician if required by the board) as to render such attendance inexpedient or impracticable.

4. That no such school is taught the requisite length of time within two and one-half miles of the residence or the place of employment of the minor, unless free transportation is provided.

The evidence of the existence of any of these reasons for non-attendance must be in each case sufficient to satisfy the superintendent of the district in which the child resides; and the superintendent, upon the presentation of such evidence, shall issue a certificate stating that the holder is exempted from attendance during the time therein specified.

Section 2. **Penalty for neglect.**— Any parent, guardian, or other person having control of any child who comes within the provisions of this Act who wilfully fails to comply with its requirements shall be guilty of a misdemeanor.

2. State Legislation — Compulsion for Adults

School Laws, 1919. *Chapter* 93. (*Pages* 19-21.)

AMERICANIZATION SCHOOLS

AN ACT to promote Americanization by requiring attendance at school of non-English-speaking persons, by providing for the appointment of a Director of Americanization, and by providing for the establishment and maintenance of evening school classes; providing a penalty for the violation of this Act, and making an appropriation to carry the same into effect.

Be it enacted by the Legislature of the State of Utah:

Section 1. **Name.**— This act shall be known as the Americanization Act.

Section 2. **Attendance; examinations.**— Every alien person residing in this state, except those who may be physically or mentally disqualified, between the ages of sixteen and forty-five years, who does not possess such ability to speak, read, and write the English language as is required for the completion of the fifth grade of the public schools of the State, shall attend a public evening school class for at least four hours a week during the entire time an evening school class of the proper grade shall be in session in that district within two and one-half miles of his place of residence, or until the necessary ability has been acquired; provided, that regular attendance at a public day school or part-time school shall be accepted in place of attendance at an evening school class. The determination of the persons subject to the provisions of this Section shall be made by examination to be held under rules to be prescribed by the State Board of Education. The Board of Trustees of any school district or the State Board

of Education may direct any persons to take these examinations and the failure of such persons to take the examinations except for good cause shall be taken as evidence that they are subject to the provisions of this Section.

Section 3. **Violation of act; penalty; separate offenses.**— Any person subject to the provisions of Section 2 of this act who wilfully violates its provisions shall be guilty of a misdemeanor and shall be punished, upon conviction by a fine of not less than $5 and not more than $25 for each offense. The parent or guardian of any person under twenty-one years of age who is subject to the provisions of Section 2 of this act shall be held responsible for this attendance. The willful failure of any guardian or parent of such person to enforce regular attendance shall constitute a misdemeanor and upon conviction thereof such parent or guardian shall be punished by a fine of not less than $5 and not more than $25 for each offense. The failure to maintain regular attendance during each school month that an evening school is in session in that district, shall constitute a separate offense for the purpose of this section.

Section 4. **Evening classes; organization; duties of School Board.**— The Board of Trustees of any school district in the State may, and upon the direction of the State Board of Education shall, establish and maintain for at least 200 hours during the school year evening school classes in English, the fundamental principles of the Constitution of the United States, American history and such other subjects as bear on Americanization, as a part of the public schools; provided that no district shall be required to maintain a class for fewer pupils than a minimum number to be determined by the State Board of Education. Such classes shall be organized to meet the needs of the persons subject to the provisions of Section 2 of this Act, and such classes shall be held at places that are most accessible to the members of the class.

Section 5. **Salaries of teachers; payments.**—The salaries of teachers and the expenses of supervisors of evening classes established under the provisions of this Act shall be paid from funds hereinafter appropriated. Such payments shall be made only upon the sworn statements of expenditures for salaries of teachers and expenses of supervision under rules to be made by the State Board of Education. No payments shall be made for salaries of teachers in classes established under the provision of Section 4

of this Act unless such classes shall have been conducted for the minimum time therein stated, except by special action of the State Board of Education.

Section 6. **Department director.**— The State Board of Education shall appoint in the State Department of Education a Director of Americanization, whose duties shall be the supervision and standardization of the Americanization work throughout the State as may be further defined by the State Board of Education. His salary shall be fixed by the State Board of Education, and together with the necessary traveling expenses, shall be paid from funds hereinafter appropriated.

Section 7. **Powers and duties of State Board of Education.**— The State Board of Education shall make regulations regarding the examinations prescribed by Section 2 of this Act, shall make regulations concerning the conditions under which it will direct the establishing of evening classes, shall make regulations regarding the regular attendance required in the various Sections of this Act, shall determine the minimum number of pupils for which school classes shall be organized and maintained, shall determine the basis on which salaries of teachers and the expenses of supervision shall be paid, shall determine the necessary qualifications of teachers employed under this Act, shall receive applications from the various school districts for portions of the funds hereinafter appropriated and shall make any other regulation necessary to carry out the provisions of this Act.

Section 8. **Attendance secured.**— The regular attendance required by this Act shall be secured in the same manner and under the direction of the same officers as is provided by law for the compulsory regular attendance at any other public schools or classes.

Section 9. **Appropriation; available.**— To provide for the payment of the salaries of teachers the expenses of supervision of evening school classes and the salary of the Director of Americanization there is hereby appropriated from the general fund, out of moneys not otherwise appropriated, the sum of $20,000, provided that this appropriation may be temporarily withheld by the Governor, if in his opinion the condition of the treasury will not warrant the expenditure of such sums and such sum shall not become available until such time as the Governor shall notify the State Auditor in writing.

Section 10. This act shall take effect September 1, 1919.

Approved March 20, 1919.

3. **Letter from E. J. Norton, Assistant Superintendent of Public Instruction, Salt Lake City, October 28, 1919:**

"I may say that the money appropriated by the bill is not adequate to cover the expenses of this work. A number of local districts are carrying on Americanization education largely with their own funds. The movement is new in Utah, but we regard the subject as a serious one, requiring careful and prompt attention."

4. **Letter from Arch M. Thurman, Director of Americanization, Salt Lake City, November 26, 1920:**

"May I say that the Americanization Act, a copy of which Mr. Norton sent you, became effective only two months ago; and you will therefore appreciate that we are not now in a position to say very much about results.

"Our problem in Utah this year, as you will note, is concerned with the setting up of machinery in the various industrial centers of this state, whereby instruction can be given to the foreign-born. You will appreciate our problem when you know that there are more than 20,000 persons coming under the provision of this act in the state, and they are centered in a few industrial centers. But because of the fact that the work is new here, we are experiencing difficulty in securing competent teachers, and in many cases school districts have not sufficient facilities for the complete carrying out of the provisions of the law. However, we can say at this time that the Americanization laws passed by the last session of the Utah Legislature are going to be beneficial in every way to the state.

"You will note that the setting up of the schools is optional with the boards of education, but where the schools are set up compulsory attendance follows. The law is to be enforced by regular civil authorities if necessary, as you will note from its provisions. There have already been set up in this state some sixty Americanization classes, all of which are well attended, and in general they are well taught.

"I may say, for your information, that the attitude of the foreigner is, without exception, favorable to this work. It is felt here that the Americanization of these foreigners is perhaps the most important step that can be taken by the state toward the elimination of anti-American propaganda."

Letter from ARCH M. THURMAN, *State Director of Americanization*, Salt Lake City, January 7, 1920:

"Replying to your letter of December 15th, relative to the compulsory education law in Utah, may I advise that the question as to its constitutionality has not been raised in this state. We hardly anticipate any such question being raised; however, it is the opinion of this office and the office of the attorney-general that the law is in every way constitutional, and that the courts of Utah will sustain it should there be a question raised as to its constitutionality.

"As I indicated before, the time is rather early to draw conclusions as to the value of the law, but we are sure that it is succeeding in Utah up to the present time. There has not, up to this date, been any reaction against the law in any part of the state. Generally, throughout Utah, the law is received with favor, and we are sure that very good results will be accomplished as fast as the law can be put in operation."

CHAPTER XLII

Vermont

M. B. Hillegas, *Commissioner of Education,* Montpelier. School Laws not available.

1. Letter from M. B. Hillegas, Commissioner of Education, Montpelier. December 19, 1919:

"Replying to your favor of October the 23d in reference to teaching adult foreigners in Vermont, I have to say that thus far this work has been under the care of the different localities concerned. The city of Rutland has conducted such classes. A few other cities in the state have offered to conduct classes, but it has not been found possible to secure a sufficient number of students.

"I think it is pertinent to call your attention to the fact that aside from the cities of Rutland, Barre, and Montpelier we have no groups of foreigners. In the northern part of Vermont there are a considerable number of French Canadian farmers and in some cases these people are unable to speak, read or write the English language. We have not been able to find any way by which we could reach these people because in a large measure it would require individual instruction.

"You were kind enough to indicate a desire for my views on this matter. Our experience has shown the futility of trying to accomplish this work through purely foreign attendance. We got in such classes the persons who would be almost certain to secure a speaking and reading knowledge of the language, even though no schools were conducted. The persons who are most in need of this instruction and who are most dangerous to the state without it cannot be persuaded to join the classes. They have their various groups and societies in which their native language is spoken. To a considerable extent the people of their own nationality control the industries in which they work and we are unable to secure them in our schools. We are also troubled to some extent by the existence of schools in which the instruction is in language other than the English language. Needless to say these are private schools. I do not believe that such conditions ought to be allowed to exist. In my judgment

the state should allow such resources to the schools to make it possible for them to properly instruct adult foreigners. When this has been done some means should be found by which such adult foreigners may be required to attend such classes and be taught our language and the duties and responsibilities of citizenship.

"The locality should, I believe, be held responsible for the instruction, necessary financial assistance being given by the state. I believe that the law controlling the attendance of foreigners should by some means be made nation-wide in order that there may be uniformity of requirements. If the states have authority to enact such laws the states themselves should do it rather than the federal government."

CHAPTER XLIII
Virginia

J. N. Hillman, *Secretary State Board of Education*, Richmond. Letter, October 27, 1919. Bulletin, "Virginia School Laws, 1915," "Amendments to School Laws, 1917," and "Digest of Certain School Legislation Passed by the Last Assembly of Virginia."

1. State Legislation — Compulsion for Minors

Digest of Certain School Legislation.

AN ACT to provide (in certain cases) for the compulsory attendance of children between the ages of eight and twelve years upon the public school of Virginia and providing penalties for failure and designating the manner of collecting such penalties.

Every parent or guardian or other person having control of any child between the ages of eight and twelve is required to send such child to a public school for at least sixteen weeks in each school year, which attendance shall commence at the beginning of the school term, and shall be as nearly continuous as possible. A child weak in body or mind, or able to read and write, or in attendance upon a private school, or living more than two miles from a public school, or more than one mile from a wagon route, or who is excused for cause by the district board, is exempted from the provisions of the Act. District school boards shall, within fifteen days after the schools open, ascertain the condition of children between eight and twelve who are not attending school, and shall report all violations of this act to the division superintendent who shall at once prosecute each and every offense. The superintendent shall make careful investigations of the facts in the case of non-attendance, and when no valid reason is found, shall give written notice to parent or guardian at the usual place of residence, which notice shall require the attendance of the child at the school named in the notice within seven days.

2. State Legislation — Flags

Amendments to School Laws, 1917. *Pages* 18, 19.

TO PROVIDE UNITED STATES FLAG FOR SCHOOLS

1. Upon a petition of a majority of the patrons of any school in the state, the school authorities of each city and of each school district in the State of Virginia, shall provide for such public school within their jurisdiction a United States flag, commensurate with the size of the building, but of a size not less than four by six feet, together with a flagstaff or pole, and the ropes, pulleys, and other paraphernalia needed for flying said flag.

2. That the money necessary for the purchase of said flag, flagstaff and paraphernalia shall be used from the moneys in the hands of the said school authorities for school purposes, and when any of these articles shall become worn out or unfit for use, they shall be replaced by said authorities.

3. That the said flag shall be flown from a staff attached to the said school building, or from a pole located not more than fifty feet from said school building, and within the grounds adjacent to it.

4. That it shall be the duty of each teacher in a school employing one teacher only, and of the principal of each school employing more than one teacher, to see that said flag shall be flown from said flagstaff or pole during school hours of each school day in the year, from the hour of opening until the hour of closing the school under his or her charge, except upon such days as an injury to the flag would be likely to result from flying it, by reason of inclement weather conditions.— Acts 1916, p. 327.

3. State Legislation Providing Facilities for Adults

Virginia School Laws, 1915. *Acts* 1915, *page* 82, *sec.* 102.

102. *Admission of persons between twenty and twenty-five years of age; district board may, under certain conditions, establish night schools and admit pupils regardless of age.*— Any board of district school trustees may, in its discretion, admit as pupils into any of the public schools of its district persons between the ages of twenty and twenty-five years on the prepayment of tuition fees, under regulations to be prescribed by the State Board of Education, provided the admission of such pupils will

not, in the opinion of the district board, impair the usefulness and efficiency of such school.

And the board of district school trustees in districts where day schools are conducted for eight or more months each year may, in its discretion, and by and with the consent of the State Board of Education, and under rules and regulations to be prescribed by said State Board of Education, establish and conduct night schools to which may be admitted pupils regardless of their age; but no such schools shall be established or conducted except in cases where, in the opinion of the said State Board of Education, the usefulness and efficiency of the day schools would not be impaired thereby.

Inasmuch as the question has been raised as to the authority of certain district school boards to conduct night schools, an emergency is hereby declared to exist, and this act shall be in force from its passage.

126. *Admission of other persons; night or evening schools or classes.*— In order to extend educational privileges to persons (including those between the ages of twenty and twenty-five years) unable to avail themselves of the full benefits of the public schools—

(a) Any district board may, in its discretion, and upon such terms and conditions as the division superintendent may approve, admit such persons into any of the schools of the district, provided their admission will not, in the opinion of the board and the superintendent, impair the usefulness and efficiency of the schools. No such person shall be retained in any school to the detriment of the school or any of its pupils, or to the exclusion from the school of any child between the ages of seven and twenty years.

(b) Any district board may establish and conduct night or evening schools or classes as provided by section 102 of School Law, upon such terms and conditions as the division superintendent may approve.

4. Letter from J. N. Hillman, Secretary State Board of Education, Richmond, October 27, 1919:

"I regret to advise that there is no organized attempt at Americanization in Virginia. As a matter of fact our percentage of foreign-born population is small, and there is perhaps less need for this type of work than in other sections of the country."

5. The Hampton Normal and Agricultural Institute, Hampton, William Anthony Aery, Publication Secretary; James E. Gregg, Principal; F. K. Rogers, Treasurer; G. P. Phenix, Vice-Principal; W. H. Scoville, Secretary.

Trustees.

William Howard Taft, President, New Haven, Conn.
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Chester B. Emerson, Detroit, Michigan.
James E. Gregg, Hampton, Virginia.
Robert R. Moton, Tuskegee, Alabama.
Homer L. Ferguson, Newport News, Virginia.

State Curators

Appointed by the Governor for The Hampton Normal and Agricultural Institute, January 1, 1917, for a term of four years.

J. C. Carter, Houston.
J. M. Clark, Danville.
J. T. Lewis, Richmond.
W. S. Copeland, Newport News.
W. T. Johnson, Richmond.
A. T. Stroud, Norfolk.

Hampton Institute Today: Its Gifts to Three Races

BY WM. ANTHONY AERY

Today Hampton Institute is not a government, state, or denominational school. It is a private corporation controlled by a board of seventeen trustees who represent different sections of the United States and several religious denominations, no one of which has a majority.

Hampton Institute an Industrial Village

Hampton Institute is an educational demonstration station where three races work out daily, with a minimum of friction, the problems of every-day life. Indeed, it is an industrial village — with dormitories, dining-halls, a community auditorium, a general store, light, power, heating, and refrigeration plants, a trade school, farms, home-economics classrooms, steam and hand laundry, and other valuable equipment for training community leaders.

Hampton Institute overlooks the historic and beautiful Hampton Roads, where the battle between the "Monitor" and "Merrimac," revolutionizing naval warfare, was fought during the American Civil War.

Armstrong and Frissell: Founder and Builder

Samuel Chapman Armstrong was born on January 30, 1839, in the Hawaiian Islands, the son of missionary parents. He came to the United States and entered Williams College at Williamstown, Massachusetts, where he came in close contact with Mark Hopkins, one of America's greates educators and exponents of "the sublime philosophy of Christianity." At Williams College, as elsewhere, Armstrong did with his might what his hands found to do.

Through contact with Negro soldiers during the American Civil War, Armstrong learned to know and believe in Negroes. He finally laid down the sword and took up the Bible and the spelling-book at Hampton Institute in 1868. General Armstrong died on May 11, 1893. He was given a simple soldier's burial in the Hampton Institute Cemetery by the side of the last student who had died.

Armstrong said "It pays to follow one's best light — to put God and country first; ourselves afterwards."

Hollis Burke Frissell (born 1851, died 1917), beloved principal of Hampton Institute for nearly twenty-five years 1893–1917), statesman-educator, and America's foremost authority on race relations, bound thousands of thoughful, consecrated men and women to himself with the never-failing cords of love and service.

Doctor Gregg: Hampton's Fearless Principal

George Foster Peabody of New York, Hampton's senior trustee and a well-known retired American banker, introduced Dr. Gregg with these words to the great Hampton family of friends, alumni, workers and students:

What Hampton Is

An undenominational industrial school founded in 1868 by Samuel Chapman Armstrong for Negro youth. Indians admitted in 1878.

Object

To train teachers and industrial leaders.

Equipment

Land, about 1,100 acres; buildings, 140.

Courses

Academic, normal, trade, agriculture, business, home economics.

Enrollment

Including Normal, Practice, and Summer Schools, 1855.

Results

Outgrowths: Tuskegee Institute, Tuskegee, Alabama; Calhoun Colored School, Lowndes County, Alabama; Mt. Meigs People's Village School, Mt. Meigs, Alabama; and many smaller schools for Negroes.

Needs

$135,000 annually above regular income.
$4,000,000 Endowment Fund.
Scholarships.
Annual Scholarship, $100.
Endowed Scholarship, $2,500.

"Dr. Gregg brings to his task the moral courage which made General Armstrong daring and the spiritual serenity which made Doctor Frissell wise. The friends of the School look with renewed confidence and hope to the beginning of Hampton's second half-century of national service under the leadership of a man so well equipped as Dr. Gregg."

"Normal Class in Dressmaking"

Washington and Moton: Hampton Products

Dr. Booker T. Washington, who in 1881 founded Tuskegee Institute in the Black Belt of Alabama, received his training for educational service and race leadership at Hampton Institute, from which he was graduated in 1875.

Dr. Robert Russa Moton, who in 1915 succeeded Dr. Booker T. Washington as principal of Tuskegee Institute, which is located in the heart of the Black Belt of Alabama, is Hampton's most eminent living, colored graduate.

He was born in Virginia in 1867 and is today the spokesman for millions of American Negroes. The story of his useful, eventful life — "Finding a Way Out" (published by Doubleday, Page and Company of New York) — is full of the romance of struggle and victory; of association with great Americans like Armstrong, Frissell, Washington, Ogden, Dillard, Buttrick, Taft, Roosevelt; and of organization and leadership in a period of National crisis.

School for Civilization

At the laying of the James Hall corner-stone Dr. Frissell said: "This is always to be a school for Christian civilization. Here men are to lead lives of cleanliness and orderliness. Here men are to learn to devote themselves to the laws of health and to clean, moral living.

Hampton Institute Trade School

Dr. Francis G. Peabody of Harvard University, vice-president of the Hampton board of trustees, says in his history of Hampton Institute, which he has appropriately called "Education for Life"; "Trade-education as conceived, gradually developed and finally realized at Hampton Institute, is a development of the person through the trade, rather than a development of the trade through the person. The product is not primarily goods, but goodness; not so much profit as personality."

Working with the Hands: A Badge of Honor

Working with the hands is a badge of honor — this doctrine Hampton has consistently taught men and women ever since its founding in 1868. Those who wish to lead their people from poverty and ignorance to the higher things in life must continue to look to the soil as the source of lasting wealth and economic independence. In times of peace, as well as in times of war,

Hampton has emphasized the value of scientific farming and the wise conservation of food. Hampton has insisted that all its students — men and women alike — must take some essential work in agriculture so as to prepare themselves for safe race leadership.

General Armstrong and his successors realized fully the significance of teaching men and women how to earn an honest living and rear a sound civilization on agriculture as a basic occupation for the masses.

Ogden Hall: The People's Meeting-place

"The Robert Curtis Ogden Auditorium" at Hampton Institute stands as a national monument to one of America's educational statesmen. It is a modern, well-equipped auditorium which will accommodate some 2,500 persons. It cost about $200,000. Ludlow and Peabody of New York were the architects. The auditorium is most satisfactory in the details of arrangement, construction, and equipment.

When Samuel C. Armstrong came to the United States from the Hawaiian Islands he brought with him a letter of introduction to Mr. Ogden, who was then a young man beginning his career in New York. For thirty-odd years Ogden and Armstrong worked together with a single purpose. To them, helping men to help themselves became a passion.

When Armstrong went North for the first time to plead the cause of the unknown Negro school which he had started not far from Fortress Monroe, Mr. Ogden threw open his home and introduced the future "statesman-educator" to many influential men and women in New York and Brooklyn. These two high-spirited young men — the one speaking prophetically of a better day for all men through education, the other quietly co-operating to make prophecies become realities — won a host of friends to their cause.

When, in 1893, the mantle of General Armstrong fell upon the strong shoulders of Hollis Burke Frissell, it was Mr. Ogden who came forward to serve Hampton as president of the Board of Trustees and to continue his most loyal service.

Girls at Hampton Study Agriculture and Rug-weaving

Hampton girls, many of whom serve as teachers or school supervisors and many more who soon become homemakers, are grounded

in the basic principles of modern, scientific agriculture. Girls, working in small groups for eight months (for five fifty-minute periods a week), prepare the ground and then plant and care for a small garden which will supply a family with its green vegetables. This work is done under thorough supervision. The Hampton girls also learn how to dry and can fruits and vegetables for winter use.

Girls at Hampton learn how to draw artistic designs for rugs, sofa-pillow covers, bags, and scarves, which they later weave on appropriate looms. They learn how to combine properly colors and house furnishings as a part of their training for better homemaking, which is the most important Hampton aim.

Better Cooking — Better Homes

Colored and Indian girls at Hampton Institute receive thorough training in the *how* and *why* of cooking, sewing, laundering work, gardening, methods of teaching, and community organization.

The following housework card indicates the tasks which Hampton girls must learn how to perform well: Bedmaking; sweeping and dusting; caring for washstand and wardrobe; cleaning floors and rugs, bath and sinkrooms, corridors and stairs; table setting and clearing; dishwashing and care of towels; scrubbing; silver cleaning and knife polishing; waiting on table.

"The Hampton Spirit"

Hampton students from the earliest days of the School have been active neighborhood missionaries. Every Sunday afternoon a large band goes forth to serve the poor and aged and unfortunate. Some visit the cabins of the lowly. Some hold simple services of prayer and song in the local county jail, poorhouse, and neighboring hospital for aged soldiers. Some teach in the neighborhood Sunday schools.

Spreading Hampton Ideas

Whenever the Hampton Singers, now well-known nationally for their plantation melodies — the "spirituals" of the Old South — go into the field, with the motion-picture outfit and group of speakers, they create new interest in the school's method of training efficient, Christian leaders among Negroes and Indians, as well as raise money for Hampton's growing work. The printing department co-operates in producing attractive invitations,

programs, and booklets which will win the attention and hold the interest of possible friends of just ideas of education.

Whenever the Principal of Hampton wishes to reach the public with an editorial or report on the school's work or needs, or progress, he prepares his material for the *Southern Workman* — Hampton's illustrated, monthly magazine, founded in 1872 — and then leaves the task of getting out an attractive production to the printers, who work in co-operation with the Publication Department.

In the Hampton Institute Trade School selected Negro and Indian youth have the opportunity of studying carpentry and cabinetmaking, blacksmithing and wheelwrighting, the use of wood-working machines, and the construction of modern dwelling houses.

Hampton Institute Battalion in Khaki

Over 800 Hamptonians during the World War became members of the fighting force for Democracy. Many Hampton men went overseas and became members of combatant units. Many served as non-commissioned and as commissioned officers. All made fine records.

Promptness, alertness, self-control, endurance, and respect for authority are taught some five hundred Negro and Indian boys at Hampton. Major Allen Washington, a Hampton graduate and president of the Negro Organization Society of Virginia, is the commandant. He is also a member of the School's administrative board.

Nearly half of the boys at Hampton belong to the School's unit of the Reserve Officers Training Corps, which is commanded by a Hampton graduate, who is an emergency officer in the United States Army.

The military organization of the boys at Hampton makes it possible for the students to have a good deal of self-government, especially in their dormitory life.

Boys and girls at Hampton, working under competent physical directors, receive careful instruction in athletics, gymnastics, and personal hygiene. Hampton aims to make fine, clean, strong Christian men and women. Military training — and indeed all other training — is carried on always with reference to building strong Christian character in the boys and girls who come to Hampton from Virginia and distant states.

Working through Boys' and Girls' Clubs

The hope of the Negro and Indian races is in their children. Through Hampton's pioneer vocational work and its reshaping of a sound public opinion in favor of friendly, Christian race relations, the outlook for Negroes and Indians, in spite of many injustices and inequalities (born of lack of understanding), is more hopeful today than it ever has been.

Through young boys and girls in rural and city districts, older people are being won over to the idea of better living. The success of boys and girls in raising better crops and finer animals than their parents ever raised under the old-time, non-scientific methods is revolutionizing country life.

It is the graduates of an institution who determine its reason for being. To show that Hampton Institute is justified for its more than fifty years of work for the Negro and Indian, some results of that work in the achievements and influence of its graduates are offered in the following pages.

While the many vocations of Hampton-trained men and women are classified in this leaflet under seven main heads — teaching, farming, extension work, trades, social work, business, and the professions — there are many other occupations in which their influence is felt. A Hampton graduate does not follow a vocation merely to earn a living. Each one is sent out imbued with the desire to help his neighbor and his whole community to a higher plane of living. He interests himself in the churches, in the Sunday schools, in the social activities, in the various clubs of his people. Hampton graduates are not only sane and able leaders, but they have a reputation for gaining the respect of their white neighbors, and of living at peace with them.

The record in this little pamphlet is of necessity brief and incomplete. It is intended merely to indicate some of the results of Hampton's fifty-odd years of training in the establishment in the South and West of better homes, better schools, better health, better farms — of a better type of citizenship among Negro and Indian peoples.

Tuskegee was founded by a Hampton graduate. Its present principal and twenty-five others of its staff are Hampton men and women. The dining hall was completed and another large building erected by a graduate of the Hampton Trade School.

PRINCIPAL OF SCHOOLS

Fifty-four Hampton graduates and ex-students are principals of important schools. Tuskegee Institute, with an enrollment (1920) of over 1,700, is by far the largest. The St. Paul School, Lawrenceville, Va., comes next in size. Seven of the fifty-four Hampton principals are heads of the new county training schools now being established in all parts of the South; three are superintendents of State industrial schools; and many, scattered from New Jersey to Alabama and the West Indies, are in charge of large private or public schools with assistants in grades from the first to the tenth. Twenty-one of these schools are in Virginia.

A number of these educational leaders have been working in the same communities for twenty-five or more years, exerting a tremendous influence in uplifting their people. Some, who are no longer living, notably Booker T. Washington, Class of 1875, gave an impetus to Negro education and general uplift which has been invaluable.

GRADE TEACHERS

The great majority of Hampton graduates and ex-students (95 per cent. of the women) have become teachers, either in secondary schools or in the elementary grades. They are found in city public schools, as well as in private, State normal, and county training schools; and throughout the South in the rural district schools, where they are influencing hundreds of thousands of colored children.

These rural teachers are the workers who reach most effectively the masses of the colored people and helpfully influence school officials by their thorough work and upright manner of living. They have created little centers of Hampton influence throughout the South. They must be equal to all demands — teach academic and industrial subjects, as well as hygiene and sanitation; furnish vocational guidance to their pupils; take a leading part in religious work; and co-operate in all community activities. At least twenty-seven Hampton graduates are known to have taught in the same place forty or more years.

VOCATIONAL TEACHERS

Hampton men teach agriculture, manual training, and the various trades. They teach in private, high, and county training schools, agricultural colleges, and large graded schools. The

women teach cooking, sewing, basketry, weaving, chair-caning, and other household handicrafts.

Many of these teachers hold positions of great importance. One is State Teacher Trainer for the North Carolina State Board of Vocational Education, having under his jurisdiction the twelve schools of that State offering agriculture under the Smith-Hughes Act. He instructs the teachers and inspects their work. A woman graduate holds a similar position in Texas, being at the head of the home-economics department in the Colored State Agricultural College, and supervising the Smith-Hughes teachers of home economics in the State.

Among the two hundred and more Hampton vocational teachers are superintendents of industries, heads of agricultural and home-economics departments, and foremen of shops in large institutions, including a number of Indians in Government schools.

SUPERVISING INDUSTRIAL TEACHERS

A powerful force in rural Negro industrial education is the supervising industrial teacher. There are now 270 such teachers in the South. In Virginia and North Carolina the State agents directing this home and school work are Hampton women, who supervise in North Carolina 44 teachers, and in Virginia 66, of whom 39 were trained at Hampton.

Besides organizing garden clubs which can hundreds of thousands of quarts of fruit and vegetables, and forming poultry clubs which sell eggs by the thousand dozen, thus improving the daily fare and at the same time conserving food, these supervisors are the moving power in introducing labor-saving devices in the homes; in painting and screening them; in cleaning yards and whitewashing outbuildings; in lengthening school terms; and in building new schoolhouses. Not the least of their accomplishments is the lesson taught by their co-operation with other forces working for social betterment — the white State supervisor, the ministers of their race, the county agents, and the Virginia Negro Organization Society.

COUNTY AGENTS

Another powerful influence in rural colored communities is the county agent, who does for the men and boys of the community what the home-demonstration agents do for the women and girls.

In this work also Hampton graduates have a large share. The special agent having supervision of the colored work in the States

of Virginia, West Virginia, North and South Carolina, Kentucky, and Maryland with 56 agents under him is a Hampton man; and the men in charge, respectively, of the Virginia and North Carolina agents are also Hampton graduates, as is the State agent for Mississippi. One in Georgia has charge of ten counties. Beside these supervising agents a number of Hampton men are in the rank and file. The total number of farmers helped by them reaches into the tens of thousands.

Among the objects attained by these men are more economic crop production; improvement in live stock; co-operation in education; community club work, and business enterprises; and organization of boys' clubs. Their achievements have received State and National recognition.

TRADESMEN AND FARMERS

Including Indians, over two hundred Hampton men are contractors, owners of shops, foremen, or journeymen in the various trades. This is 75 per cent. of those finishing trades since 1900. Their weekly earnings range from thirty to fifty dollars. During the war, many were employed by the Government and earned even larger wages. They have little trouble in obtaining work at their trades in the South, where skilled colored tradesmen are employed in large numbers by many white firms, as well as by their own development companies recently organized.

Nearly three hundred Indian former students of Hampton and many colored graduates and ex-students are farmers. A number of the Indians are stockraisers on a large scale. It is the aim of Hampton men who go into farming to buy land and encourage others to do so. Graduates in Virginia and other States are buying land and selling it at reasonable rates to colored farmers, thus encouraging them to become property owners and good citizens. Many Hampton men marry Hampton women, and their homes are community object lessons.

BUSINESS AND PROFESSIONAL WORKERS

Very important business positions have been held for many years by Hampton graduates — notably in the treasurer's offices at Hampton, Tuskegee, and other large schools. A number are Government clerks, or officers in banks; a few are bank directors; some are successful insurance agents; and about 500 graduates and former students are in business for themselves or essential

to the business enterprises with which they are connected. At least eleven very successful corporations owe their existence to the business sagacity of Hampton's sons.

At least 300 Hampton men and women are carrying the school's spirit into professional life. Several graduate physicians are heads of excellent hospitals. Besides the doctors, many nurses, druggists, and dentists are teaching that strong bodies are essential to race advancement. One of the several ministers who have distinguished themselves is now a bishop in the A. M. E. Zion Church. Another won fame as an African missionary. Hampton lawyers include some who have served as special judges, and one who has been very prominent in Indian land cases and is now president of the Society of American Indians. A few Hampton graduates wield large influence in journalism.

SOCIAL-SERVICE WORKERS

In increasing numbers Hampton graduates are engaging in social-service work, and some have attained high rank and wide recognition in this field. One of these, who is superintendent of the Virginia Industrial Home School for wayward colored girls, has recently been made a member of the executive committee of a National white welfare organization; another has been called from city to city to organize settlements. Her latest activities have been in Chester, Pa., where she has done remarkable organization work for Community Service. A third colored woman graduate, a physician, was selected by the War Work Council of the Y. W. C. A. to lecture to the women of her race on social hygiene.

Hampton men are doing excellent settlement and Y. M. C. A. work in the West and South. One is now head resident worker in the Wendell Phillips Settlement in Chicago, and another is engaged in similar work near Philadelphia. The great majority of Hampton graduates do some form of social-service work wherever they may be placed, as they go out from the school with the thought of service uppermost in their minds.

CHAPTER XLIV
Washington

JOSEPHINE CORLISS PRESTON, *Superintendent of Public Instruction*, Olympia. Letter, October 29, 1919. Bulletins, "Code of Public Instruction, State of Washington, 1917." Also "School of Law of Washington."

1. State Legislation — Directors

Code of Public Instruction, 1917. *Chapter* 4. *Article II. District Officers — General Provisions.*

222. **Election and eligibility.**— Directors of school districts shall be elected at the regular annual school elections. No person shall be eligible to the office of school director who is not able to read and write the English language.

A woman who is a citizen of the United States and of this state, and otherwise qualified to be a school director, does not become disqualified by marrying an Indian who has not severed his tribal relations.

A school director must be a citizen of the United States.

2. State Legislation — Compulsion for Minors and for Minors of Employment Age

Code of Public Instruction, 1917. *Chapter* 16. *Compulsory School Law.*

487. **Age; attendance; excuses.**— All parents, guardians and other persons in this state, having or who may hereafter have immediate custody of any child between eight and fifteen years of age (being between the eighth and fifteenth birthdays), or of any child between fifteen and sixteen years of age (being between the fifteenth and sixteenth birthdays), not regularly and lawfully engaged in some useful and remunerative occupation, shall cause such child to attend the public school of the district in which the child resides, for the full time when such school may be in session, or to attend a private school for the same time, unless the superintendent of schools of the district in which the child resides, if there be such a superintendent, and in all other cases the county superintendent of common schools, shall have excused such child from such attendance because the child is physically or mentally

unable to attend school, or has already attained a reasonable proficiency in the branches required by law to be taught in the first eight grades of the public schools of this state, as provided by the course of study of such school, or for some other sufficient reason.

3. State Legislation — Patriotic Measures

School Laws of Washington, 1919. *Chapter* 22. *Study of American History and Government in High Schools.*

AN ACT relating to education, the powers and duties of the State Board of Education, and prescribing a course of study in American history and American government as a prerequisite of graduation in high schools.

Be it enacted by the Legislature in the State of Washington:

Section 1. The study of American history and American government is hereby declared to be indispensable to good citizenship and an accurate understanding of our institutions, and a proper appreciation of national ideals.

Section 2. The State Board of Education shall prescribe as a course of study in the high schools of this state, American history and American government, and shall require as a prerequisite for graduation from any said high schools one full school year of study of American history and American government.

Passed the Senate January 24, 1919.

Passed the House February 6, 1919.

Approved by the Governor February 14, 1919.

4. State Legislation — Flags

Code of Public Instruction, 1917.

224. **Flag shall be displayed.**— Every board of directors of the several school districts of this state shall procure a United States flag, and shall display said flag upon or near each public school building during school hours, except in unsuitable weather, and at such other times as to said board may seem proper, and shall cause appropriate flag exercises to be held in every school at least once in each week at which exercises the pupils shall recite the following salute to the flag: "I pledge allegiance to my flag and to the republic for which it stands. One nation indivisible with liberty and justice to all."

5. State Legislation — Patriotic Exercises

School Laws of Washington, 1919. *Chapter* 151.

Section 2. All minors of the state, residing or employed in school districts of the state in which part-time schools are maintained, as hereinafter provided, shall attend school until the age of eighteen (18) years unless (1) they are graduates from a four-year high school course or its equivalent, (2) they are in a part-time school and are employed in accordance with the terms of any state or federal act regulating the employment of such minors under the age of eighteen (18) years, (3) shall have been excused from school attendance in accordance with the provisions of this act.

6. State Legislation — English Language

Code of Public Instruction, 1917.

138. **Subjects to be taught.**— All common schools shall be taught in the English language, and instruction shall be given in the following branches, viz.: Reading, penmanship, orthography, written arithmetic, mental arithmetic, geography, English grammar, physiology and hygiene, with special reference to the effects of alcoholic stimulants and narcotics on the human system, history of the United States, and such other studies as may be prescribed by the State Board of Education. Attention must be given during the entire course to the cultivation of manners, and the fundamental principles of honesty, honor, industry and economy, to the laws of health, physical exercise, ventilation and temperature of the schoolroom, and not less than ten minutes each week must be devoted to the systematic teaching of kindness to not only our domestic animals, but to all living creatures.

7. State Legislation — Teacher Requirements

School Laws of Washington, 1919. *Chapter* 38. *Relating to Public School Teachers.*

AN ACT prohibiting certain persons from teaching in the public schools of this state and providing punishment for the violation thereof.

Be it Enacted by the Legislature of the State of Washington:

Section 1. No person, who is not a citizen of the United States of America, shall teach or be permitted or qualified to teach in any common school or high school in this state: *Provided, however,* that the Superintendent of Public Instruction may grant to

aliens a permit to teach in the common and high schools of this state; providing such teacher has all the other qualifications required by law, has declared his or her intention of becoming a citizen of the United States of America, and that five years and six months have not expired since such declaration was made. Such permits shall at all times be subject to revocation by and at the discretion of the Superintendent of Public Instruction.

CONSTITUTIONAL GOVERNMENT LEAGUE, SPOKANE CENTRE

CONSTITUTION

It is proposed that the organization be known as the Constitutional Government League, Spokane Centre.

The objects of the League are:

First. To promote a better understanding and a keener interest in the fundamentals of popular government.

Second. To secure a higher standard of the performance of the duties of American citizenship.

Third. To defend American institutions against foreign and domestic revolutionaries.

Fourth. To strengthen the independence of our public officials and protect them against intimidation.

The Centre is to be officered as follows:

President.
Four Vice-Presidents.
Two Secretaries.
Nine Directors.

There shall be no salaried officer of the Centre.

The management of the Centre shall be in control of these officers and directors, and the activities of the directors are defined as follows:

Director of General Lectures,
Director of Local Speakers,
Director of Propaganda,
Director of Centres and Sub-Centres,
Director of Publications,
Director of National Affairs,
Director of State Affairs,
Directors of Membership.

The specific duties of the directors are to be along these lines:

The Director of General Lectures.— One object of the League is to arrange for lectures on national issues, and the aim of the director will be the presentation of all live questions before the citizens of Spokane Centre. The director will communicate with the best platform speakers, men and women of national fame, who can command attention in the discussion of their particular subjects. The director will, according to the emergency, arrange visits of prominent speakers and plan their itineraries.

The Director of Local Speakers.— This director will secure a list of available men and women in Spokane and adjoining towns, who, members of the League, will volunteer to take up the discussion of state and national questions. The only expense to be incurred for these speakers is their transportation and hotel charges. The aim should be to utilize these men and women in public meetings to be held in the suburban sections of the city, community halls, towns and small county seats.

Director of Propaganda.— This will largely consist of the dissemination of pamphlets, printed speeches and leaflets. The director's duty will be to open up all available channels for thorough and effective distribution.

Director of Centres and Sub-Centres.— This director will have charge of the organization of Centres in the Spokane District and Sub-Centres in Spokane County. The organization of these Centres and Sub-Centres will be as follows: Every county seat to be a centre of the League. The Centres will organize Sub-Centres in every town within their counties.

There will be three District Centres in the State of Washington: Spokane, Seattle and Tacoma.

The Spokane District Centre will cover all territory extending east of the Cascade Mountains.

Seattle, King County, and all territory to the north.

Tacoma, Pierce County, and all territory to the south.

Director of Publications.— This director will be in charge of pamphlets, leaflets and printed speeches to be distributed and will see to the purchase, printing or the donation thereof. Some of these pamphlets and leaflets must be printed by the League, but the greater part it will be found can be obtained through our representatives in Congress and state officers and various agencies now in existence throughout the country.

Director of National Affairs.— This director will be required

to keep informed on all national issues, their progress and the various agencies at work regarding them. He will acquire copies of all propaganda issued thereon and the character and personnel of the organization interested therein.

Director of State Affairs.—This director will be responsible for reports on all state activities.

Directors of Membership.—A minimum admission fee of $1 is to be charged each member. The chief aim of the League is to inculcate a spirit of personal service among its members. If the spirit can be created and maintained, despite the ramifications of the League, it is confidently believed that ample funds will be forthcoming to prosecute its work.

The League in its lecture field must avail itself of all present agencies. Its lectures can be placed before chambers of commerce, city clubs, university clubs, community halls, church guilds, women's clubs, farmers' meetings, labor halls and every open gathering wherever possible.

After the attack on Armistice Day, November 11, 1919, of the I. W. W. on a marching column of World War Veterans at Centralia, the Constitutional Government League conducted a membership drive, mailing out copies of the purposes of the League and a small leaflet reading as follows:

A PLEDGE OF AMERICANISM

1. I am proud that the United States of America is my country, the stars and stripes my flag. No matter from what race I sprang or what nation may claim my friendship, my watchword shall be America first. A citizen by birth or choice, I will ever strive to make my government revered at home and respected abroad. I believe in open, just and honorable covenants with other nations to establish, in keeping with the laws of God, a world of justice and peace.

2. Above all party or selfish interests, I will uphold our officials in the administration of the laws. I will abide by the decisions of the majority and respect the rights of the minority. I will support the Constitution of the United States and oppose every organization destructive of my country's good. I will follow no party that does not carry the flag and keep step to the music of the Union.

3. As a member of this great nation, a democracy in a republic, a sovereign nation of many sovereign states, I will cherish and

uphold the divine principles of freedom, equality, justice and humanity, for which American patriots sacrificed their fortunes and their lives; and I pray God to bless my country and her people.

4. I believe my country's protection, her rights and privileges, her burdens and duties, should be justly distributed to all — to the poor, the rich, the laborer, the capitalist. I believe that our industries and commerce should promote social and spiritual as well as material welfare; that the laborer is entitled to fair wages, reasonable hours of work, proper working conditions, a decent home and opportunity for recreation, education and worship; and that our government should insure to every individual security of life, limb, health and property.

5. I will do my best to keep physically strong, morally clean and mentally active; to know my country's history and the laws of my city, state and nation, so that with the voice and vote of a citizen I may take an intelligent part in our government.

6. I believe in the vital importance of education, the sacredness of the home and the marriage tie. As my country's future depends on the intelligence and character of its people, of myself and my neighbors, I will ever strive for a higher standard of citizenship.

7. Since our Constitution guarantees that no religious test shall ever be required as a qualification for public office, and since Congress can make no law to establish a religion or to prohibit the free exercise thereof, I will never discriminate against any citizen because of his religion.

8. I hold in grateful memory the gallant service of our army and navy in defense of our liberty and our rights. I honor the men who served our country in times of peril, who carried our flag through the wars which gave us freedom. I will make my gratitude practical by helping in every way to restore them to a place of honor and prosperity in civil life.

9. Therefore I PLEDGE to my country the love of my heart, a true, constant and absolute loyalty. I pledge respect and obedience to her laws. I pledge my property, my service, my honor, and, if need be, my life to defend her. I pledge allegiance to my flag and the republic for which it stands, one nation indivisible, with liberty and justice for all.

8. Constitutional Government — League Speeches

THE EASY MARKS

Prepared and Published by THE CONSTITUTIONAL GOVERNMENT LEAGUE, Spokane, Washington, 1919

How long are the workers to be easy marks for the fellows too smart to work?

Whenever a smooth talker starts a speech, calling the workers his "comrades" and telling them he's their friend, how often does he wind up by urging them to buy stock in his paper or magazine? How many workers are there who have "stock" in the "International Socialist Review," "Pearson's," the "Liberator," or some of the many other papers run by men who find it easier to flatter money out of workingmen than to earn it?

And then, there are the "Defense Funds"! Have you known a time in the last ten years when there wasn't at least one defense fund being raised? Regular business, isn't it?

Can't be any let-up here, can there? Some smart boys might have to go to work, if the "defense funds" didn't run regularly.

And what happens to the money? Eighty-two thousand dollars, the I. W. W. admit, they collected for the Lawrence strike trial, and $38,000 for the Everett trial. And the Chicago trial defense fund is bigger than both, and still going strong.

You know how they get it — but how do they spend it? You've all heard about the **Mooney** defense fund. We know how the money was spent in part, because the I. W. W. didn't handle it. **The Mooney defense fund was made respectable.** The Central Labor Council of Seattle bossed the job. But the old gang were in on the "eats" just the same, and here's what happened. Listen to the account of it given by W. M. Short and L. W. Buck, president and secretary of the A. F. of L. of the State of Washington:

> "The Central Labor Council of Seattle, under whose auspices the affairs of the Mooney Defense for the Northwest has been conducted, at its regular meeting Wednesday, October 15, discharged all committees in connection therewith and ordered them to discontinue any further activities or collection of funds.
>
> "Despite this official order of the Seattle Council, former members of this committee are continuing their activities, and are obtaining money from organized labor under false pretenses. This BETRAYAL of the trust reposed in them

is NOT WHOLLY UNEXPECTED. The failure to secure any material benefit for the cause of Tom Mooney is almost entirely due to their activities.

"The following official figures of funds collected and expended by this committee should prove interesting:

"Total amount collected		$9,673 07
"Expenditures for salaries, expenses and office supplies.....	$6,239 34	
"Miscellaneous expenses for printing, etc.	2,632 86	
		8,872 20
"Balance on hand		$800 87

"It should be noted that NOT A DOLLAR of the money collected by the committee has been sent to Mooney's defense. This flagrant commercialism of Mooney's misfortune by a few men should arouse the distrust and contempt of every real unionist of the state."

This is only the story of the ten thousand bucks raised locally. What about the hundreds of thousands coaxed from the worker in the rest of the United States? Isn't President Short right when he says these hell-raisers have done serious injury to Mooney's cause? Isn't it a fact that Mooney's defense has been so tied up with "class-war," "general strike" and other revolutionary propaganda that the public has lost sight of Mooney?

But President Short hits the nail squarest when he speaks of their "flagrant commercialization" of this defense fund. We've all heard about "commercialized vice," the business of promoting vice to make money out of it. And there are a lot of men in this country of ours who have commercialized the defense fund game, who are making a living

By talking "class-war,"
Creating hatred and strife,
Making it their profession to raise hell — and GETTING PAID FOR IT!

Isn't there enough suspicion and malice in the world without hiring these grafters to create more of it at so much per day?

The Great War is over.

It was the violent explosion of the evil forces of distrust, hatred and envy that had been gaining power in the hearts of men for many years.

The Huns had high hopes of that war, but its result was to slay millions of men, and to wring with anguish the hearts of other millions left living.

If we support these professional mischief makers generously enough, we can make just such another hell-on-earth right here.

After all, this country of ours IS ours. It's what we make it. Why not turn to, and keep it, as our fathers gave it to us, the best country on earth?

CONSTITUTIONAL GOVERNMENT LEAGUE

OUTLINE OF FOUR-MINUTE SPEECH

No. 2

FELLOW CITIZENS:

Some weeks ago there was organized in this city an association, membership in which depends upon but one qualification: that of being a simon-pure American citizen. The objects of this organization are fourfold, and last week, in the theatres of this city, the four-minute men presented to Spokane audiences the first principle of this new organization, known as the Constitutional Government League.

The first principle is this: To promote a better understanding and a keener interest in the fundamentals of popular government. Tonight I am to present to you, very briefly, the second principle of this League, which is: "To secure a higher standard in the performance of the duties of American citizenship."

The Great War which came to an end just about a year ago taught us many lessons, and, among other things, it taught us to hate the slacker, the man who in the hour of his country's need, although claiming the privileges and rights of citizenship, failed to answer to the call, but contented himself in going about his own business. The problems of peace, and there are many of them, which are forcing themselves upon the American people today for solution, are likewise going to teach us to hate the citizen slacker, the man who, while he enjoys all the advantages and privileges of citizenship in the freest and best country on the face of the earth, yet takes no active interest in the affairs of our

country, but contents himself with sitting quietly by his fireside in the evening and denouncing the evils of the day. The time has come, my friends, when this country must be made mighty uncomfortable for this kind of a slacker. The time has come when every man and woman who claims the great advantage of American citizenship must prove his title to such claim by bringing his intelligence, his experience, his ability and all of his powers to the assistance of our nation in the solution of these important problems which are crying out for solution.

One of those problems, and surely there is none greater, is combating in a systematic manner the Radical propaganda which is spreading over the country and which, for the most part, is the product of the revolutionary, the Bolshevist, the I. W. W. and other ultra-radicals. Do you realize that for several years these paid propagandists have been going about our country, poisoning the minds of the people, teaching revolutionary doctrines and at times making bitter attacks upon our time-honored institutions, and that during all this time practically no attempt has been made by loyal, red-blooded Americans to combat this damnable propaganda?

To do this work is one of the functions of the Constitutional Government League of Spokane, but it cannot do it unless loyal, patriotic Americans like yourselves will join hands with every loyal patriotic American of your city and show that your love of country is something more than mere passive loyalty which finds expression in lip patriotism and that you are not willing longer to permit the doctrines of the soap-box orator and the loud-mouthed agitator to go unchallenged.

CONSTITUTIONAL GOVERNMENT LEAGUE

OUTLINE FOR FOUR-MINUTE SPEECH

No. 3

FELLOW CITIZENS:

I want to say a few words to you about the domestic and foreign revolutionaries, who are today the greatest outstanding menace to free America and to its institutions. In no country on earth does the worker stand higher or have more influence than in America. In no other country is labor so well organized or so capable of asserting its rights. Because labor organizations are

so powerful in America, the revolutionaries, made in Germany and Germanized Russia, are in our country by the thousands seeking everywhere to poison the minds and to estrange the hearts of our workers. These revolutionaries, who would overturn our government, and substitute for the rule of the majority the minority rule of a class or of a group, are working with feverish energy, not in a haphazard way, but in a concentrated, well-organized manner, with newspapers which they control, and by public and private speech. They are exultant, because they are gaining strength, and the strength they are gaining induces many weak or ignorant men to cast in their lot with them, because they are told that the future belongs to the revolution.

But they are gaining strength only because they have had the field all to themselves, because Americans have been too confident of the goodness of our government to realize that it needs defense.

Today, as never before, the enemy of our government, and of the freedom and independence which that government guarantees to all, is not across the seas, it is not at our borders, or in a remote section of our country; that enemy is in every city and town of this land of ours, and if we sit supine and indifferent while the revolutionary defames our government and lies about the principles on which it is founded and conducted, we shall see uninformed men in larger and larger numbers becoming converted to their damnable doctrines, taking them for true because no one contradicts them. Do not say this cannot happen. It has happened again and again in the world's history; even while I speak to you, one of the greatest nations on earth is suffering greater privation than the great war imposed on any country simply because its good citizens failed to exert their will, the will of an overwhelming majority, against the German-made revolutionaries, Lenin and Trotzky.

Remember, my fellow citizens, that a few can always destroy what the many have with so much pains and effort built up, and that while it takes the co-operation and good will of a majority to make and preserve a good government, a few determined and well organized men at work while the majority are unsuspecting and indifferent can tear down that government and doom the country to anarchy, to famine and to bloodshed.

The time has come when every patriotic, loyal, liberty loving American must rally to the defense of his country and its institutions. The Constitutional Government League has been formed

for the purpose of supporting American government and liberty against the despotism and the sovietism of these revolutionaries. Join with us, that America may continue to be the land of the free and thus show to the world in general and to these revolutionaries in particular that it is not only the home of the brave, but of a people, vigilant, determined and patriotic.

CONSTITUTIONAL GOVERNMENT LEAGUE

OUTLINE OF FOUR-MINUTE SPEECH

No. 4

FELLOW CITIZENS:

The Constitutional Government League is not political; it is educational. Its aim is to interest people in public affairs and arouse them to more active part therein. No democracy can live if there be long continued indifference in its welfare by large masses of citizens. Its government must cease to be democratic and its control fall into the hands of a minority, a class. You know the saying, "What is everybody's business is nobody's business," but this is not the case in a domocratic government. If we are to maintain this American commonwealth in its might, it must be everybody's business. There cannot be shirking of individual duties; no class for personal ends must be allowed to secure domination over the major portion of the people.

Democracy is the rule of the majority, wisely and sanely controlled, and that rule can continue only so long as all fulfill their individual obligations. The Constitution of the United States speaks of "We, the people of the United States," that is all the people of the United States.

Is it not, then, a somewhat sinister omen when, recently, in the daily newspapers, we read of the receipt of a letter by a representative in Congress urging support of legislation directly in the interests of a particular body of citizens? That of itself would not be so serious but for the threat which accompanied the request. What was that threat? Listen:

It was declared that if the congressman refused to support this proposed legislation he would be regarded as "*a direct enemy and shall be so posted and a record of his action shall be kept for future reference and it shall be our pledged policy to remove him*

from whatever political line of trust the people has given into his keeping."

You will see from this threatening letter to a congressman the need of a Constitutional Government League.

Let me recall its purposes.

First. To promote a better understanding and a keener interest in the fundamentals of popular government.

Second. To secure a higher standard in the performance of the duties of American citizenship.

Third. To defend American institutions against foreign and domestic revolutionaries.

Fourth. And to this one I wish particularly to direct your attention. It reads: *To strengthen the independence of our public officials and protect them against intimidation.*

Our public officials, whether in federal offices, state offices, county offices or city offices, must be given a free hand, they must be allowed to act independently. Their public acts should be for the benefit of the people as a whole. They are not elected to represent class interests. It is proper, in fact most desirable, for individuals or even bodies of men and women to give the benefit of their opinions to public representatives. They are free to criticize the acts of these officials, when criticism in their opinion is deserved. But to threaten dire consequences if any particular course is followed is reprehensible. It is un-American and doubly so if the act of intimidation comes from a collective body of citizens; citizens representative of powerful money organizations; big manufacturing corporations or labor unions.

In these days of great social unrest, with the whole world agog as an aftermath of the war our country is facing problems of serious moment. These problems can be solved; the ship of state can be made to weather whatever storm may break, but only by the whole of us meeting the issues in a patriotic spirit. This is not a time for class distinction; for selfish interests seeking to subvert legislation. The broader horizon of the common weal must be our aim. In this alone can we achieve the true function of American democracy; a government of the people, by the people, for the people.

CHAPTER XLV
West Virginia

M. P. Shawkey, *State Superintendent, Department of Free Schools,* Charleston. Letter, November 4, 1919. Bulletin, "The School Law of West Virginia." Chapter XLV of the Code.

1. State Legislation — Compulsion for Minors

School Laws, 1919. *Chapter XLV.*

COMPULSORY ATTENDANCE

Section 122. **Age — Time — Misdemeanor.**—Every person who has legal or actual charge of a child or children not less than seven nor more than fourteen years of age shall cause such child or children each year to attend a free day school for the full school term of the district or independent district in which such person resides; provided, however, that such person shall be exempt from the foregoing requirement for any of the following causes:

(a) Instruction for a time equal to that required by this act in a private, parochial or other school approved by the district board of education. The principal or other person in control of such private, parochial or other approved school shall upon the request of the district board of education, furnish to said board such information as it may require with regard to the attendance and instruction of pupils between the ages of seven and fourteen years enrolled therein.

(b) Instruction for a time equal to that required by this act in the home of such child or children or elsewhere by a person or persons who are, in the judgment of the district board of education, qualified to give instruction in the subjects required to be taught in the free elementary schools of this State. The person or persons giving such instruction shall, upon the request of the district board of education, furnish to said board such information as it may require with regard to the attendance and instruction of pupils between the ages of seven and fourteen years receiving such instruction.

(c) Physical or mental incapacity of school attendance and the performance of school work.

(d) Death or serious illness in the immediate family of the pupil.

(e) Extreme destitution of parents or other persons in legal or actual charge of a child or children. Exemption for this cause shall not be allowed when such destitution is relieved through public or private means.

(f) Conditions rendering school attendance impossible or rendering it hazardous to the pupil's life, or health or safety.

(g) Residence of the pupil; at a distance of more than two miles from the nearest school by the shortest practical road or path, unless free transportation to and from school is provided for such pupil.

(h) Observance of regular church ordinances.

(i) Other causes that are accepted as valid by the county superintendent or by the district supervisor of schools or by the superintendent of schools of an independent district.

Any person who, after due notice has been served upon him as hereinafter provided, shall fail to cause a child or children in his legal or actual charge to attend school as hereinbefore provided, shall be guilty of a misdemeanor and shall upon conviction thereof before any justice of the peace be fined not less than three dollars nor more than twenty dollars, together with the costs of prosecution, or confined in jail not less than five days nor more than twenty days. Each day a child is out of school contrary to the provisions of this act shall constitute a separate offense.

Whenever a person accused of violating the provisions of this act has been tried and acquitted, the costs of prosecution shall be paid by the district board of education out of the building fund of the district.

2. State Legislation — Compulsion for Minors of Employment Age

School Laws, 1919. *Chapter XLV.*

Section 128. **Unemployed Children Over Fourteen and Under Sixteen Shall Attend School.**— Every child over fourteen and under sixteen years of age who is not engaged in some regular employment or business for at least six hours per day or who has not received written permission from the superintendent of schools of the city or county in which he resides, to engage in profitable employment at home, shall attend a public day school or other day school approved by the board of education of his school district or independent school district during the entire time the public schools are in session, subject to such exemptions as are provided for in section 125 of this act, except that no child over

fourteen and under sixteen years of age shall be exempt from school attendance as herein required for the reason that he has completed an eight years' course of study in the elementary and grammar schools or junior high schools of the State, if a high school or other school of advanced grades is provided within two miles of his home.

Section 129. **Children Over Fourteen and Under Sixteen Who Are Employed Shall Attend Evening or Part-Time Day Schools.**— Every child over fourteen and under sixteen years of age who is engaged in regular employment or business for six or more hours during the day shall attend an evening school, part-time day school or other continuation school for at least five hours per week for a period of twenty weeks, or for such period as such school is in session, if it is in session less than twenty weeks; provided, there is an evening school, part-time day school or other continuation school approved by the board of education of the district in which such child resides, within two miles of such child's home or temporary place of residence. Individuals, firms and corporations employing children over fourteen and under sixteen years of age shall, if necessary to enable such children to attend an evening school, part-time day school or other continuation school are herein required, release such children from work for at least five hours per week for a period of not less than twenty weeks each year. All children over fourteen and under sixteen years of age shall be included as a separate class in the enumeration list required in section 95 of this act. The requirements of this section shall be enforced by the persons and in the manner prescribed for the enforcement of the requirements of sections 125 to 131, inclusive, of this act.

3. State Legislation — Flags

School Laws, 1919. *Chapter XLV.*

Section 63. **May Display United States Flag.**— Every board of education shall have authority to purchase, out of the building fund, United States flags of regulation bunting for the school buildings of the district and to require the same to be displayed over such school buildings during the time the schools are in session.

4. State Legislation Providing Facilities for Adults

School Laws, 1919. *Chapter XLV.*

Section 61. **Evening Schools and Other School Extension Activities.**— The board of education of any district or independent district shall have authority to establish and maintain evening classes or night schools, continuation or part-time day schools, and vocational schools wherever practicable to do so, and shall admit thereto adult persons and all other persons, including persons of foreign birth, but excepting children and youth who are required by law to attend day schools. Boards of education shall have the authority to use school funds for the financial support of such schools and to use the schoolhouses and their equipment for such purposes. Any such classes of schools shall be conducted in accordance with the rules and regulations of the State Board of Education.

The board of education of any district or independent district shall have authority also to provide for the free, comfortable, and convenient use of any school property to promote and facilitate frequent meetings and associations of the people in discussion, study, recreation and other community activities, and may require, assemble and house material for use in the study of farm, home, and community problems and may provide facilities for the dissemination of information useful on the farm, in the home, or in the community.

CHAPTER XLVI

Wisconsin

C. P. Cary, *State Superintendent of Public Instruction*, Madison. Letter, October 27, 1919.

1. State Legislation — Compulsion for Minors and for Minors of Employment Age

Laws of Wisconsin Relating to Common Schools — 1919 — Chapter 40.73

COMPULSORY SCHOOL ATTENDANCE

General Provisions. Any person having under his control any child between the ages of seven and fourteen years, or any child between the ages of fourteen and sixteen years not regularly and lawfully employed in any useful employment or service at home or elsewhere, shall cause such child to be enrolled in and to attend some public, parochial or private school regularly (regular attendance for the purpose of this statute shall be an attendance of twenty days in each school month, unless the child can furnish some legal excuse), in cities of the first class during the full period and hours of the calendar year (religious holidays excepted) that the public, parochial or private school in which such child is enrolled may be in session; in all other cities not less than eight school months; and in towns and villages not less than six school months in each year, and all children subject to the provisions of this subsection shall be enrolled in some public, parochial or private school within one school month after the commencement of the school term in the district in which such children reside, except that in cities of the first class such children shall be enrolled at the time of the opening of the school which they will attend (and the word "term," for the purposes of this subsection shall be construed to mean the entire time that school is maintained during the school year); provided that this subsection shall not apply to any child not in proper physical or mental condition to attend school, who shall present the certificate of a reputable physician in general practice to that effect, nor to any child who lives in country districts more than two miles by the nearest traveled road from the schoolhouse in the district where such child resides, except that children between the ages of nine and fourteen living between two and three miles from the school by the nearest traveled road, shall attend school regularly at least

sixty days during the year; provided that if transportation is furnished by the district this exemption as to distance shall not apply, nor shall this subsection apply to any child who shall have completed the course of study for the common schools of this state or the first eight grades of work as taught in state graded or other graded schools of Wisconsin, and can furnish the proper diploma, certificate, or credential showing that he has completed one of said courses of study, or its equivalent. Instruction during the required period elsewhere than at school, by a teacher or instructor selected by the person having control of such child shall be equivalent to school attendance, provided that such instruction received elsewhere than in school be at least substantially equivalent to instruction given to children of like ages in the public, parochial or private school where such children reside. Any person who shall violate the provisions of this subsection shall upon conviction thereof, be punished by a fine of not less than five dollars nor more than fifty dollars, together with costs of prosecution, or by imprisonment in the county jail not exceeding three months, or by both such fine and imprisonment in the discretion of the court, for each offense. It shall be the duty of the district attorney and his assistants to prosecute in the name of the state all violations of the provisions of this subsection. Any person who shall be proceeded against under the provisions of this subsection may prove in defense that he is unable to compel the child under his control to attend school or to work, and he shall be thereupon discharged from liability, and such child shall be proceeded against as incorrigible, or otherwise, according to law, and in case of commitment, if the parents or person having control of such child desire it, such child shall be committed to a school or association controlled by persons of the same religious faith as such child, which is willing and able to receive and maintain it without compensation from the public treasury. When in any proceedings under this subsection there is any doubt as to the age of any child, a verified baptismal certificate or a duly attested birth certificate shall be produced and filed in court. In case such certificates cannot be secured, upon proof of such fact, the record of age stated in the first school enrollment of such child or first school enrollment to be found shall be admissible as evidence thereof.

2. Report of Special Legislative Committee on Reconstruction

Bolshevism is a present menace. Its proportions and its momentum in this country are unknown. The spasmodic erup-

tions which have appeared here and there throughout the country and in this state indicate a wide distribution of the movement with centers of intense activity.

What is Bolshevism? Precise definitions will not help us to understand the situation, but there are certain signs of it upon which there is general agreement. Bolshevism is essentially a revolutionary movement.

Bolshevism is an intense expression of the desire for reconstruction tied up to revolutionary formulae, and permeated with the spirit of protest, and somewhat of other destructive tendencies characteristic of the country of its origin. It is an alien thing.

Through its influence the desire for better things has, among the ignorant, been perverted into a revolutionary movement. The professional agitator, and the political agitator have used it to organize the uninformed parts of our population. It is also a convenient cloak of many who did not give to the nation during the war, whole-hearted support.

We have seen in Europe how quick the transition may be from social control to social anarchy. We must not, therefore, be unmindful of the demand for reconstruction. We must not dismiss it with a mere wave of the hand in any belief that the present situation is entirely satisfactory, or will become so by the mere lapse of time. The Bolshevik movement has back of it a great emotional force. It is world-wide in its effects and unconsciously is influencing, through the newspapers and through organized and unorganized propaganda, the thoughts of many who would not admit it. A sane and fair-minded program of reconstruction, taking into account actual social facts, is the greatest possible check to the growth of Bolshevism.

There must be reconstruction. The heart of the world has been touched more deeply than it has ever been touched before in our time. The world is full of hope. The sentiment of the world is for better things. The social and economic reconstruction is an effort to satisfy this feeling and this longing to the world. It is a serious effort to make the world a better place to live in. There are some social facts which we have accepted as inevitable, which the new hope in the world cries out against with an insistent demand for immediate change.

A reconstruction movement should be based on the nineteen-century old doctrine that "men are brothers." There must be a more thoroughgoing application of the Christian ethics to social

and economic policy. That is the road to sanity; that is the road to sound reconstruction; that is progress.

In the hope that our work may be of some value in promoting such a movement and may be of assistance in determining its character, scope and direction, we submit the following suggested program:

TEACHING ENGLISH LANGUAGE TO ALIENS

12. One of the conditions most complained about by skilled workers is the importation of unskilled aliens who force down wages by their willingness to work for less than an American workman is able to subsist upon as a living wage. We recommend that all foreign language aliens should be required as a condition of continued employment to attend shop and school instruction supervised by state educational authorities so that they acquire a fair knowledge of the English language.

TEACHING AMERICANIZATION, INDUSTRIAL HISTORY, ETC.

13. All state schools, including industrial and vocational classes, should vigorously and intelligently teach the privileges and obligations of American citizenship, and these courses should contain instruction in industrial history, including an account of organization of workers and results thereof, together with a summary of state and federal legislation affecting the industries.

ENFORCE SCHOOLING OF MINORS, EIGHTEEN–TWENTY-ONE

14. It has come to the attention of the committee that the statute, (1728a-11) providing for the schooling of illiterate minors between the ages of eighteen and twenty-one in city vocational schools, has not been vigorously enforced. We recommend enforcement of this statute.

EXTRA EDUCATIONAL OPPORTUNITY TO WORKING BOYS AND GIRLS

15. The bill proposed at the last session of the legislature, extending the operation of the Vocational Educational Law to eighteen years of age, commencing September 1, 1919, was modified so as to apply only to minors up to the age of seventeen years. We recommend this law be amended so as to require vocational education up to eighteen years of age, with eight hours' study a week in the daytime.

3. Letter from C. P. Cary, State Superintendent of Public Instruction, Madison, October 27, 1919:

"There is an organized attempt at Americanization in Wisconsin, although this has not received specific recognition in laws enacted to any marked degree. Professor Don D. Lescohier, University of Wisconsin, is chairman of the Committee on Americanization, which is co-operating with school authorities and other agencies interested in the problem of Americanization. Professor Lescohier can give you a clearer statement of the work outlined for his committee than I am able to give you, so I suggest that you communicate with him.

"The greater part of the work of teaching English to foreigners is carried on in the schools maintained under the supervision of the State Board of Vocational Education. For further details concerning this, address Mr. John M. Callahan, State Director of Vocational Education, Madison, Wis. I assure you that we recognize this as a vital problem in Wisconsin and all of the agencies available are co-operating to the end that the greatest results may be obtained promptly."

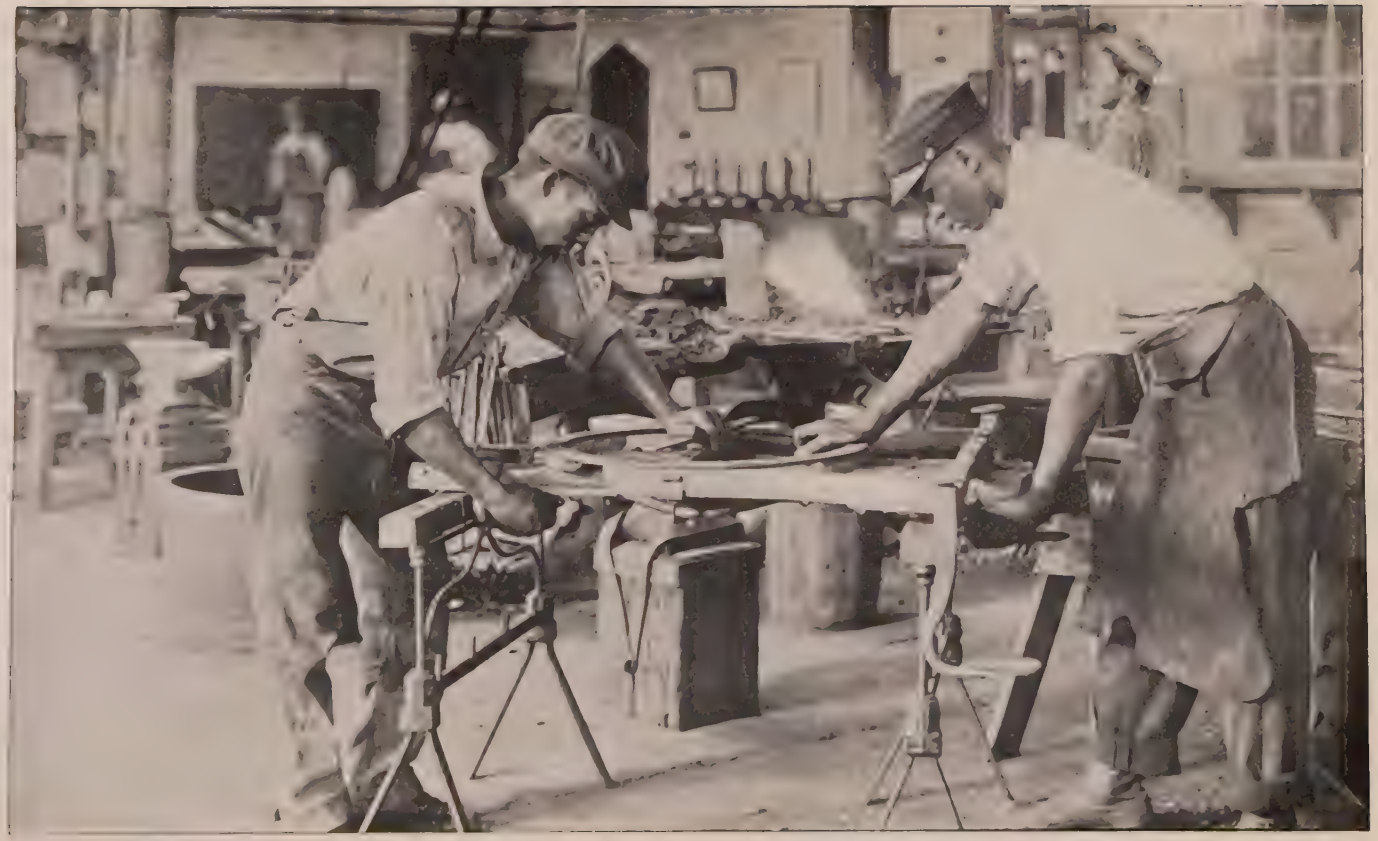
4. Letter from Don D. Lescohier, Associate Professor, The University of Wisconsin, Madison, November 3, 1919:

"A strong effort was made by certain groups of people to pass so-called Americanization legislation in the last session of our legislature, but the majority of the legislature opposed such legislation, for one reason or another. Personally, I gave no support to those endeavoring to enact the legislation, as I considered it both unnecessary and ill advised.

"I do not believe in the attempt to use compulsion at all. The whole compulsion idea appeals to me as simply a carrying over of Prussianism into the United States and as wholly inconsistent with the whole genesis of American life and institutions. One who looks over the history of the United States, even in recent years, is more impressed by the extent to which our foreigners have been assimilated than by the degree of our failure in the matter.

"The essence of the American conception of government is that it is a government of service to the people. I believe that our foreign-born citizens should be surrounded by an environment in which service will continually arouse a desire

"The Hampton Battalion"



"Hampton Students at Work in the Machine Shops"

Woman Taking Oath of Allegiance as Citizen Before Justice Beers, in Supreme Court, New York City. The Applicant is required by Justice Beers to Grasp the Shaft of the Flag While Being Sworn In

to be more completely American. By 'service' I mean, for instance, adequate and efficient educational facilities to enable the foreigners to learn English and to learn anything else that they want to learn; effective housing legislation; proper influences to safeguard their health and living standards; a fair deal in industry; just treatment by police departments and municipal courts, etc. Given an American environment which is consistent with the principles and ideals of American life, compulsion will not be necessary. Given compulsion without healthful American environment, you will promote revolutionary propaganda as it has been promoted by misguided governments in Europe."

Letter from DON D. LESCOHIER, *Associate Professor, The University of Wisconsin*, Madison, December 10, 1919:

"I am in charge of Americanization work in the University.

"Last year we conducted some experimental work in one of the factories in Milwaukee, in the teaching of English to foreigners. At the request of certain citizens in Milwaukee we engaged Dr. Winthrop Talbot, of New York, to teach classes in English to the non-English-speaking employees of one of the factories. We did not find the experiment satisfactory. We were not impressed with Dr. Talbot's work individually, and we also came to the conclusion that it is not wise to bring in an outsider, who stays but a short time and then leaves the city to carry on this work. The work must be built up slowly and must continue permanently.

"This year the work in factories in Americanization is being carried on through definite co-operation between the public school authorities in charge of night school and other adult education and the industrial plants. The plan we are now following in Milwaukee is to encourage the individual concern to utilize the teachers provided by the school board of the city and have the teaching under the supervision of the official in the school system who has charge of the night schools. We believe that if a local school organization is not equipped to handle this work efficiently in the beginning, if they realize that they have a permanent opportunity of service and a permanent responsibility, they will exert them-

selves to secure teachers and equipment that will enable them to do the work effectively.

"It is necessary that our universities and normal schools give serious attention to the training of teachers for this kind of work, and many of them are now doing so. For instance, we are planning to give four courses in our summer school this coming summer with the special purpose of giving teachers who return for special work in the summer a special equipment for this kind of teaching.

"We are not trying, in our work in Milwaukee, to stimulate the organization of classes rapidly, but there are a number of firms which are now carrying on classes. In some of them the Y. M. C. A. furnishes teachers; in others the school board. In some of the plants the work is done immediately after work. In others it is done during the working hours and the employer pays wages for the time the employee is in class. If the employer will pay the employee his wages, it of course increases the enrollment; but I doubt whether we are justified in asking employers to bear this heavy expense for a service which is properly a public educational service rather than an industrial responsibility."

5. Letter from John Callahan, Secretary, State Board of Vocational Education, December 4, 1919:

"The Wisconsin vocational schools at the present time are operating many classes in Americanization in the night schools. There are about forty cities in the state operating night schools at the present time, and practically all of these have classes for foreigners in operation. In some of the cities work is being offered in the afternoon for foreign women where they have an opportunity to learn the American way of cooking, dressing, and taking care of the home. The principal nationalities being reached are Italian, Polish, Russian Jew and Greeks.

"It is my opinion that the education of adult foreigners should be compulsory, in fact, to a certain extent it is compulsory in this state. That is, there is a law providing compulsory evening school attendance on the part of illiterate minors, but it does not take into any consideration those over twenty-one years of age."

CHAPTER XLVII
Wyoming

A. A. Slade, *Commissioner of Education*, Cheyenne. Letter, October 31, 1919. Bulletin, "Schools Laws of the State of Wyoming, 1919."

1. State Legislation — Compulsion for Minors

Schools Laws of the State of Wyoming, 1919. *Article VII, Constitution of the State of Wyoming.*

Section 131. **Free to All Children; Compulsory Education.**— The public schools of each school district of the state shall at all times be equally free and accessible to all children resident therein over six and under the age of twenty-one years, subject to such regulations as the district board in each district may prescribe. Every parent, guardian or other person in this State having control or charge of any child or children between the ages of seven and fourteen years, inclusive, shall be required to send such child or children to a public, private or parochial school, or to two or more of these schools, each school year, during the entire time that the public school shall be in session in the district in which the pupil resides. Provided, that exceptions may be made in the following cases: (1) Invalids or others to whom the schoolroom might be injurious, may upon receipt of a physician's certificate be excused by the District Board. (2) Pupils to whom the provisions of this act might work a hardship may be excused by the reason for such excuse is presented by the parent or guardian to written consent of the District Board when a request stating the the District Board. (3) Pupils who, for legal reasons have been excluded from the regular schools and no provisions made for the schooling of such children. [C. S. 1910, Sec. 1956.]

2. State Legislation — Flags

Schools Laws of the State of Wyoming, 1919. *Article VII, Constitution of the State of Wyoming.*

Section 164. **Flag to Be Displayed on Schoolhouse.** It shall be the duty of the trustees, at the expense of such district, in each school district in the State of Wyoming, to cause the American flag to be placed in a proper and suitable manner upon each schoolhouse, flagstaff or tower, in such respective school districts in the

State of Wyoming. And they shall cause said flag to be hoisted upon each of said schoolhouse or schoolhouses, flagstaff or tower, in such respective districts, during the time when school shall be in session. [C. S. 1910, Sec. 1991.]

3. Letter from A. A. Slade, Commission of Education, Cheyenne, October 31, 1919:

"Mr. J. R. Coxen has charge of the vocational work in this state, and although we have had a very small appropriation for that purpose, we are able to do something in the way of furnishing adult foreigners some educational facilities. Beginning next month, evening school classes will be organized in Rock Springs, Wyo., in mine ventilation, electrical machinery, mathematics, and mechanical drawing. More than fifty men have already enrolled for the various subjects. This, you understand, is a coal mining district.

"There is no special legislation pending at the present time. I am very sorry to have to report that there is very little at the present time in this state in the way of an attempt at Americanization. I am presuming, of course, that you have in mind adults. In the public schools of this state it is true that just now more attention is being given to practical work in civics and United States history than has been given before."

SECTION II

SUB-SECTION V, NATURALIZATION

CHAPTER I

Naturalization

Although the power to naturalize aliens is fundamentally a Federal problem, the naturalization laws of the United States have conferred that power upon State Courts of Record, and, therefore, it is a subject which this Committee may properly consider. No nation can be strong or long exist unless the great mass of the population within its boundaries are bound to it by ties of loyalty and allegiance. Where the people of a nation are of one blood and inherit their culture from a common source, allegiance and loyalty to a Government of their own choice is, as a rule, a matter of second nature. On the other hand, where the nation is made up of many peoples, schooled in different customs, the problem of creating national solidarity is one which requires careful thought and study.

The United States was founded as an English speaking republic, with laws and ideas of freedom inherited from the Anglo-Saxon peoples. Animated by a love of liberty, it has always welcomed the oppressed of every nation. The liberty of thought and action which here exists, together with its boundless natural resources, have attracted to this country great masses of alien peoples, bringing with them foreign tongues and alien customs, and being ignorant of the principles of government, and the institutions under which they have chosen to live.

It is for this reason that the problem of naturalization is one of extreme importance to the American people. If the immigrants to this country intend to remain permanently in the United States, take part in its economic development and rear their children, it is necessary that they should become acquainted with our principles of Government and institutions, so that they may take their part in civic and national affairs. It is necessary, however, that they shall acquire a real loyalty to our institutions, and a thorough understanding of the obligations and duties of citizenship, as well as its privileges and immunities.

The act of naturalization should not be a perfunctory one, and the oath of allegiance to the United States should be administered only when the declarant has shown, beyond reasonable doubt, that he understands fully the significance of his act in forswearing his former allegiance and assuming the obligation of American citizenship.

In that part of this report which deals with Americanization programs, it will be noted that the obejctive of many of these programs is the naturalization of the immigrant. This Committee does not wholly concur with the idea that naturalization is the chief aim of immigrant education. Owing to the large number of aliens entering this country, it is necessary that they be given a knowledge of English, and a knowledge of our laws and institutions in order to prevent their becoming a disturbing element in the community. On the other hand, citizenship should be made a goal to be attained only after diligent study on the part of the alien, and a clearly expressed desire on his part to become a part of and be of service to the country of his adoption.

Each sentence of the oath of allegiance should have a real and lasting meaning for the new citizen. The Committee does not wish to imply that this is not the case in by far the larger number of persons naturalized, nor does the Committee wish to be understood as believing that the naturalized citizens of this country are not, in the main, as loyal to its institutions as are the native born. However, the World War has demonstrated clearly that in many instances the ties of race have proved stronger than the oath of allegiance in governing the sympathies and conduct of many of our naturalized citizens. A typical example of the failure on the part of the naturalized citizen to understand fully the purport of his oath of allegiance will be found in the case of Mr. Louis Waldman, a native of Ukraine, who became naturalized in January, 1915.

Mr. Waldman is one of the five Socialist Assemblymen-elect who were expelled from the Lower House of the New York State Legislature in the Spring of 1920. The oath of allegiance closes with the following:

> " . . . and that I will support and defend the Constitution of the United States against all enemies, foreign and domestic, and bear true faith and allegiance to the same."

With its entrance into the Great War, the United States made its first demand upon its naturalized citizens to carry out this portion of their oath of allegiance. Mr. Waldman responded by joining an anti-enlistment league, and signing the following pledge:

"I, being over 18 years of age, hereby pledge myself against enlisting as a volunteer for any military or naval service in international war, offensive or defensive, and against giving my approval to such enlistment on the part of others."

This illustration is given here only for the purpose of showing that Mr. Waldman, who is typical of many others, did not realize the full purport of his oath of allegiance. It demonstrates that greater care should be taken in granting the privileges of citizenship, that, in fact, it should not be granted unless the declarant has proved beyond reasonable doubt not only his understanding of the principles of the American government and its institutions, but also his willingness to support and defend those principles against all enemies, foreign and domestic.

These considerations lead the Committee to the belief, first, that preparatory to the granting of citizenship, the applicant should be required to take a thorough course of training in the duties and responsibilities of citizenship and the principles of our Government and its institutions, and to acquire a speaking and reading knowledge of the English language. Second, that the proceedings attending naturalization should be clothed with sufficient dignity to impress upon the new citizen the solemnity of the step which he is taking. Third, where fitness is proved beyond reasonable doubt, the time of naturalization ceremonies should be such as to enable the declarant to secure naturalization with the least possible interference with the earning of his livelihood.

The Committee believes that many aliens who have come to love the institutions and government of this country would become citizens if the examination for their final papers could take place at a night session of the Court, so that they could procure the attendance of the necessary witnesses without the present loss of earnings, which, in many instances is a matter of vital concern to the declarant and his witnesses alike. The Committee believes that the requirements for naturalization should be standardized throughout the United States. At present naturalization proceedings are conducted by both the Federal and State Courts, and the thoroughness of the examination before granting final papers depends largely upon the character of the judge before whom the proceedings are brought, and also upon the number of proceedings which he has to handle. In some instances the examination is thorough, but in others purely perfunctory.

Some educators have suggested rather drastic measures for aliens who do not become naturalized within the specific time, but this would seem to urge naturalization merely for the sake of avoiding deportation, and would therefore, defeat the real purpose of naturalization. On the other hand, it is obviously unfair to permit aliens here to enjoy indefinitely the benefits of our institutions and the protection of our laws without accepting the responsibilities of citizenship. It has been suggested that a tax be levied upon aliens who, after a period of five or six years, remain unnaturalized. This would not be in the nature of a penalty, but rather a charge to cover the expense to the Government for extending its protection to the alien and giving him the privileges of its institutions.

There are now in this country several millions of unnaturalized aliens, of whom a large percentage are residents of the State of New York. The naturalization authorities report one-fifth of the population of New York City as aliens. Such persons live among us but are not yet of us. From time to time others, under existing laws, will be eligible to citizenship.

Unless adequate steps are taken to promote good citizenship in this country and to increase the number of those who have become naturalized and become participating citizens, particularly if there is an increased immigration, there will be increasing difficulties here. As we have said, the difficulties surrounding naturalization must be ameliorated as much as possible, consistent with the highest possible standard which should be required for admission to citizenship.

This Committee is of the opinion that every legitimate effort should be made to encourage the naturalization of those who intend to remain in this country and make America their home, provided they show a knowledge of and loyalty to our institutions and laws. Compelling naturalization would be destructive of our ideals. Only those who have a compelling desire to become citizens should be admitted. This Committee is advised that for several years various efforts have been made to secure modifications in naturalization procedure, and that increased facilities have been sought in order to promote the seeking of citizenship. Likewise, efforts have been made to provide adequate training for those seeking admission to citizenship, such training to be provided by the public schools as part of the educational qualification for admittance. These efforts should be encouraged, and in

so far as it is advisable, related as closely as possible to the public educational agencies and authorities of the state, in cooperation with accredited Federal naturalization authorities. To this end the Committee makes the following recommendations, which may require some suitable Federal legislation, but which at present do not entail any legislation in this State, but which may be attained in large part through the regular educational agencies now in operation:

I. There should be no relaxation of requirements for naturalization. Moreover, increased efficiency in the understanding and use in the English language should be made requisite to admittance to citizenship.

II. Proceedings for naturalization following the preliminary declaration of intent should be allowed to be transferred from one state or district to another, in order to facilitate naturalization. Unnecessary fees should be reduced. Depositions of witnesses should be facilitated and other steps should be taken to facilitate naturalization when a bona fide declaration of intention is made. The applicant for citizenship should also be protected during the process from extortion by designing persons.

III. Court sessions should be held as frequently as possible and with respect to the size and character of districts where there is a large immigrant population, court sessions should be held in the evening as well as in the daytime.

IV. Naturalization courts should be empowered to accept as evidence of the possession of necessary educational qualifications for citizenship certificates issued by the public schools certifying as to attendance and proficiency in the standardized courses of instruction in English and civics.

V. Wherever possible, public school buildings should be used as registering centers for naturalization and naturalization and public education authorities should co-operate in every way possible.

VI. Public educational officials should be charged with the duty of assisting the courts in investigations as to the qualification and character of applicants for naturalization and sufficient courtesy should be extended to the aliens in connection with their dealings with public officials and public departments to give the alien a wholesome appreciation of, respect for, and faith in American service.

VII. Induction into citizenship of those who show necessary qualifications should be accompanied by fitting ceremonies to impress not only the new citizens with their new privileges and responsibilities, but also the public generally, so that a more wholesome mutual respect may exist between native and foreign-born who share alike the duties and responsibilities of American citizenship.

VIII. While the opportunity to earn a living should not be made contingent upon citizenship, suitable incentives should be offered to immigrants to become citizens on the basis of a thorough appreciation and loyalty to their newly adopted country, not for mercenary motives or from necessity or compulsion, but on the basis of a wholesome desire to participate effectively and honestly in the privileges of American citizenship.

IX. To further these ends it is strongly recommended that educational leaders, teachers, and others take an active interest in all matters pertaining to declarations of intention and admission to citizenship, and that public educational agencies either in convenient schools or in other suitable places, conduct adequate courses in American history, government and citizenship, as well as in the English language, to fit the applicants for citizenship to assume not only the privileges but also the responsibilities and duties of such citizenship.

X. In conclusion the Committee believes that the problems of Naturalization could be dealt with more effectively if full responsibility was assumed by the Federal Government. Many objections to the present system would be eliminated if Federal Naturalization Courts were established at convenient places. It would thus be possible to enforce standardized requirements throughout the United States. Such courts should also possess the power to revoke Naturalization at any time upon proof that the naturalized citizen has failed to understand the nature of his oath of allegiance or has wilfully broken it.

For the convenience of the reader of this report we append here in full the various Federal Statutes relating to naturalization.

APPENDIX TO CHAPTER I

Naturalization Laws and Regulations

NATURALIZATION LAWS

Act of June 29, 1906 (34 Stat. L., Part 1, p. 596), as amended in sections 16, 17, and 19 by the act of Congress approved March 4, 1909 [1] (35 Stat. L., Part 1, p. 1102); in section 13 by the act of Congress approved June 25, 1910 [2] (36 Stat. L., Part 1, p. 830); by the act of Congress approved March 4, 1913 [3] (37 Stat. L., Part 1, p. 736), creating the Department of Labor; and by the act of Congress approved May 9, 1918 (Public, No. 144, 65th Cong. 2d sess.).[4]

An act to provide for a uniform rule for the naturalization of aliens throughout the United States, and establishing the Bureau of Naturalization.

(Portion of act creating the Department of Labor.)

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled:

That there is hereby created an executive department in the Government to be called the Department of Labor, with a Secretary of Labor, who shall be the head thereof, to be appointed by the President, by and with the advice and consent of the Senate;

Section 3. That the following-named officers, bureaus, divisions, and branches of the public service now and heretofore under the jurisdiction of the Department of Commerce and Labor, and all that pertains to the same, known as . . . the Bureau of Immigration and Naturalization, . . . the Division of Naturalization, . . . be, and the same hereby are, transferred from the Department of Commerce and Labor to the Department of Labor, and the same shall hereafter remain under the jurisdiction and supervision of the last-named department. The Bureau of Immigration and Naturalization is hereby divided into two bureaus, to be known hereafter as the Bureau of Immigration and the Bureau of Naturalization, and the titles Chief Division of Naturalization and Assistant Chief shall be Commissioner of Naturalization and

[1] See pp. 25–27.
[2] See p. 13.
[3] See p. 3.
[4] See p. 6.

Deputy Commissioner of Naturalization. The Commissioner of Naturalization or, in his absence, the Deputy Commissioner of Naturalization, shall be the administrative officer in charge of the Bureau of Naturalization and of the administration of the naturalization laws under the immediate direction of the Secretary of Labor, to whom he shall report directly upon all naturalization matters annually and as otherwise required, . . .

(Act of June 29, 1906, as amended by the acts heretofore referred to.)

That the Bureau of Naturalization, under the direction and control of the Secretary of Labor, shall have charge of all matters concerning the naturalization of aliens. That it shall be the duty of the Bureau of Immigration to provide, for use at the various immigration stations throughout the United States, books of record wherein the commissioners of immigration shall cause a registry to be made in the case of each alien arriving in the United States from and after the passage of this act of the name, age, occupation, personal description (including height, complexion, color of hair and eyes), the place of birth, the last residence, the intended place of residence in the United States, and the date of arrival of said alien, and, if entered through a port, the name of the vessel in which he comes. And it shall be the duty of said commissioners of immigration to cause to be granted to such alien a certificate of such registry, with the particulars thereof.[1]

Section 2. (This section is omitted, as it authorized the Secretary of Commerce and Labor to provide the necessary offices in the city of Washington and take the necessary steps for the proper discharge of the duties imposed by the act of June 29, 1906.)

Section 3. That exclusive jurisdiction to naturalize aliens as citizens of the United States is hereby conferred upon the following specified courts:

United States circuit[2] and district courts now existing, or which may hereafter be established by Congress[3] in any State, United States district courts for the Territories of Arizona,[4] New Mexico,[4] Oklahoma,[4] Hawaii, and Alaska, the supreme court of the District of Columbia, and the United States courts for the Indian Territory;[4] also all courts of record in any State or Terri-

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[1] See rule 5 of the regulations on p. 32 of this pamphlet.

[2] United States circuit courts abolished December 31, 1911, by act of Congress approved March 3, 1911 (36 Stat. L., part 1, p. 1167).

[3] Establishment of United States district court for Porto Rico. See p. 31.

[4] United States Territorial courts abolished by acts of Congress conferring statehood.

tory now existing, or which may hereafter be created, having a seal, a clerk, and jurisdiction in actions at law or equity, or law and equity, in which the amount of controversy is unlimited.

That the naturalization jurisdiction of all courts herein specified — State, Territorial, and Federal — shall extend only to aliens resident within the respective judicial districts of such courts.

The courts herein specified shall, upon the requisition of the clerks of such courts, be furnished from time to time by the Bureau of Naturalization with such blank forms as may be required in the naturalization of aliens, and all certificates of naturalization shall be consecutively numbered and printed on safety paper furnished by said bureau.

Section 4. That an alien may be admitted to become a citizen of the United States in the following manner and not otherwise.

First: He shall declare on oath before the clerk of any court authorized by this act to naturalize aliens, or his authorized deputy, in the district in which such alien resides, two years at least prior to his admission, and after he has reached the age of eighteen years, that it is bona fide his intention to become a citizen of the United States and to renounce forever all allegiance and fidelity to my foreign prince, potentate, state, or sovereignty, and particularly, by name, to the prince, potentate, state, or sovereignty of which the alien may be at the time a citizen or subject. And such declaration shall set forth the name, age, occupation, personal description, place of birth, last foreign residence and allegiance, the date of arrival, the name of the vessel, if any, in which he came to the United States, and the present place of residence in the United States of said alien: Provided, however, That no alien who, in conformity with the law in force at the date of his declaration, has declared his intention to become a citizen of the United States shall be required to renew such declaration.[1]

Second. Not less than two years nor more than seven years after he has made such declaration of intention he shall make and file, in duplicate, a petition in writing, signed by the applicant in his own handwriting and duly verified, in which petition such applicant shall state his full name, his place of residence (by street and number, if possible), his occupation, and, if

[1] Declarations of intention more than seven years old are insufficient to support petitions for naturalization. (See U. S. v. Morena, 171 Fed. 297.)

possible, the date and place of his birth; the place from which he emigrated, and the date and place of his arrival in the United States, and, if he entered through a port, the name of the vessel on which he arrived; the time when and the place and name of the court where he declared his intention to become a citizen of the United States; if he is married he shall state the name of his wife, and, if possible, the country of her nativity and her place of residence at the time of filing his petition; Provided, That if he has filed his declaration before the passage of this act he shall not be required to sign the petition in his own handwriting.

The petition shall set forth that he is not a disbeliever in or opposed to organized government, or a member of or affiliated with any organization or body of persons teaching disbelief in or opposed to organized government, a polygamist or believer in the pratice of polygamy, and that it is his intention to become a citizen of the United States and to renounce absolutely and forever all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty, and particularly by name to the prince, potentate, state, or sovereignty of which he at the time of filing of his petition may be a citizen or subject, and that it is his intention to reside permanently within the United States, and whether or not he has been denied admission as a citizen of the United States, and, if denied, the ground or grounds of such denial, the court or courts in which such decision was rendered and every fact material to his naturalization and required to be proved upon the final hearing of his application.

The petition shall also be verified by the affidavits of at least two credible witnesses, who are citizens of the United States, and who shall state in their affidavits that they have personally known the applicant to be a resident of the United States for a period of at least five years continuously, and of the State, Territory, or the District of Columbia,[1] in which the application is made for a period of at least one year immediately preceding the date of the filing of his petition, and that they each have personal knowledge that the petitioner is a person of good moral character, and that he is in every way qualified, in their opinion, to be admitted as a citizen of the United States.

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[1] The word "District" amended by the act of May 9, 1918, to read "the District of Columbia."

At the time of filing his petition there shall be filed with the clerk of the court a certificate from the Department of Labor, if the petitioner arrives in the United States after the passage of this act, stating the date, place, and manner of his arrival in the United States,[1] and the declaration of intention of such petitioner, which certificate and declaration shall be attached to and made a part of said petition.

Third. He shall, before he is admitted to citizenship, declare on oath in open court that he will support the Constitution of the United States, and that he absolutely and entirely renounces and abjures all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty, and particularly by name to the prince, potentate, state, or sovereignty of which he was before a citizen or subject; that he will support and defend the Constitution and laws of the United States against all enemies, foreign and domestic, and bear true faith and allegiance to the same.

Fourth. It shall be made to appear to the satisfaction of the court admitting any alien to citizenship that immediately preceding the date of his application he has resided continuously within the United States five years at least, and within the State or Territory where such court is at the time held one year at least, and that during that time he has behaved as a man of good moral character, attached to the principles of the Constitution of the United States, and well disposed to the good order and happiness of the same. In addition to the oath of the applicant, the testimony of at least two witnesses, citizens of the United States, as to the facts of residence, moral character and attachment to the principles of the Constitution shall be required, and the name, place of residence, and occupation of each witness shall be set forth in the record.

Fifth. In case the alien applying to be admitted to citizenship has borne any hereditary title, or has been of any of the orders of nobility in the kingdom or state from which he came, he shall, in addition to the above requisites, make an express renunciation of his title or order of nobility in the court to which his application is made, and his renunciation shall be recorded in the court.

Sixth. When any alien who has declared his intention to become a citizen of the United States dies before he is actually naturalized the widow and minor children of such alien may, by complying with the other provisions of this act, be naturalized without making any declaration of intention.

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[1] See rule 5, p. 32 of this pamphlet.

Seventh.[1] Any native-born Filipino of the age of twenty-one years and upward who has declared his intention to become a citizen of the United States and who has enlisted or may hereafter enlist in the United States Navy or Marine Corps or the Naval Auxiliary Service, and who, after service of not less than three years, may be honorably discharged therefrom, or who may receive an ordinary discharge with recommendation for re-enlistment; or any alien, or any Porto Rican not a citizen of the United States, of the age of twenty-one years and upward, who has enlisted or entered or may hereafter enlist in or enter the armies of the United States, either the Regular or the Volunteer Forces, or the National Army, the National Guard or Naval Militia of any State, Territory, or the District of Columbia, or the State militia in Federal service, or in the United States Navy or Marine Corps, or in the United States Coast Guard, or who has served for three years on board of any vessel of the United States government, or for three years on board of merchant or fishing vessels of the United States of more than twenty tons burden, and while still in the service on a re-enlistment or reappointment, or within six months after an honorable discharge or separation therefrom, or while on furlough to the Army Reserve or Regular Army Reserve after honorable service, may, on presentation of the required declaration of intention petition for naturalization without proof of the required five years' residence within the United States if upon examination by the representative of the Bureau of Naturalization, in accordance with the requirements of this subdivision it is shown that such residence can not be established; any alien serving in the military or naval service of the United States during the time this country is engaged in the present war may file his petition for naturalization without making the preliminary declaration of intention and without proof of the required five years' residence within the United States; any alien declarant who has served in the United States Army or Navy, or the Philippine Constabulary, and has been honorably discharged therefrom, and has been accepted for service in either the military or naval service of the United States on the condition that he becomes a citizen of the United States,

[1] Section four of the act entitled "An act to establish a Bureau of Immigration and Naturalization and to provide a uniform rule for the naturalization of aliens throughout the United States," approved June twenty-ninth, nineteen hundred and six, was amended by the act of May 9, 1918 (Pub. No. 144, 65th Cong.), by adding seven new subdivisions.

may file his petition for naturalization upon proof of continuous residence within the United States for the three years immediately preceding his petition, by two witnesses, citizens of the United States, and in these cases only residence in the Philippine Islands and the Panama Canal Zone by aliens may be considered residence within the United States, and the place of such military service shall be construed as the place of residence required to be established for purposes of naturalization; and any alien, or any person owing permanent allegiance to the United States embraced within this subdivision, may file his petition for naturalization in the most convenient court without proof of residence within its jurisdiction, notwithstanding the limitation upon the jurisdiction of the courts specified in section three of the act of June twenty-ninth, nineteen hundred and six, provided he appears with his two witnesses before the appropriate representative of the Bureau of Naturalization and passes the preliminary examination hereby required before filing his petition for naturalization in the office of the clerk of the court, and in each case the record of this examination shall be offered in evidence by the representative of the Government from the Bureau of Naturalization and made a part of the record at the original and any subsequent hearings; and, except as otherwise herein provided, the honorable discharge certificate of such alien, or person owing permanent allegiance to the United States, or the certificate of service showing good conduct, signed by a duly authorized officer, or by the masters of said vessels, shall be deemed prima facie evidence to satisfy all of the requirements of residence within the United States and within the State, Territory, or the District of Columbia, and good moral character required by law, when supported by the affidavits of two witnesses, citizens of the United States, identifying the applicant as the person named in the certificate of honorable discharge, and in those cases only where the alien is actually in the military or naval service of the United States, the certificate of arrival shall not be filed with the petition for naturalization in the manner prescribed; and any petition for naturalization filed under the provisions of this subdivision may be heard immediately, notwithstanding the law prohibits the hearing of a petition for naturalization during the thirty days preceding any election in the jurisdiction of the court. Any alien who, at the time of the passage of this act, is in the military service of the United States, who may not be within the jurisdiction of

any court authorized to naturalize aliens, may file his petition for naturalization without appearing in person in the office of the clerk of the court and shall not be required to take the prescribed oath of allegiance in open court. The petition shall be verified by the affidavits of at least two credible witnesses who are citizens of the United States, and who shall prove in their affidavits the portion of the evidence that they have personally known the applicant to have resided within the United States. The time of military service may be established by the affidavits of at least two other citizens of the United States, which together with the oath of allegiance, may be taken in accordance with the terms of section seventeen hundred and fifty of the Revised Statutes of the United States after notice from and under regulations of the Bureau of Naturalization. Such affidavits and oath of allegiance shall be admitted in evidence in any original or appellate naturalization proceeding without proof of the genuiness of the seal or signature or of the official character of the officer before whom the affidavits and oath of allegiance were taken, and shall be filed by the representative of the Government from the Bureau of Naturalization at the hearing as provided by section eleven of the act of June twenty-ninth, nineteen hundred and six. Members of the Naturalization Bureau and Service may be designated by the Secretary of Labor to administer oaths relating to the administration of the naturalization law; and the requirement of section ten of notice to take depositions to the United States attorneys is repealed, and the duty they perform under section fifteen of the act of June twenty-ninth, nineteen hundred and six (Thirty-fourth Statutes at Large, part one, page five hundred and ninety-six), may also be performed by the Commissioner or Deputy Commissioner of Naturalization: Provided, That it shall not be lawful to make a declaration of intention before the clerk of any court on election day or during the period of thirty days preceding the day of holding any election in the jurisdiction of the court: Provided further, That service by aliens upon vessels other than of American registry, whether continuous or broken, shall not be considered as residence for naturalization purposes within the jurisdiction of the United States, and such aliens can not secure residence for naturalization purposes during service upon vessels of foreign registry.

During the time when the United States is at war no clerk of a United States court shall charge or collect a naturalization fee

from an alien in the military service of the United States for filing his petition or issuing the certificate of naturalization upon admission to citizenship, and no clerk of any State court shall charge or collect any fee for this service unless the laws of the State require such charge to be made, in which case nothing more than the portion of the fee required to be paid to the State shall be charged or collected. A full accounting for all of these transactions shall be made to the Bureau of Naturalization in the manner provided by section thirteen of the act of June twenty-ninth, nineteen hundred and six.

Eighth. That every seaman, being an alien, shall, after his declaration of intention to become a citizen of the United States, and after he shall have served three years upon such merchant or fishing vessels of the United States, be deemed a citizen of the United States for the purpose of serving on board any such merchant or fishing vessel of the United States; anything to the contarry in any act of Congress notwithstanding; but such seaman shall, for all purposes of protection as an American citizen, be deemed such after the filing of his declaration of intention to become such citizen: Provided, That nothing contained in this act shall be taken or construed to repeal or modify any portion of the act approved March fourth, nineteen hundred and fifteen (Thirty-eighth Statutes at Large, part one, page eleven hundred and sixty-four, chapter one hundred and fifty-three), being an act to promote the welfare of American seamen.

Ninth. That for the purpose of carrying on the work of the Bureau of Naturalization of sending the names of the candidates for citizenship to the public schools and otherwise promoting instruction and training in citizenship responsibilities of applicants for naturalization, as provided in this subdivision, authority is hereby given for the reimbursement of the printing and binding appropriation of the Department of Labor upon the records of the Treasury Department from the naturalization fees deposited in the Treasury through the Bureau of Naturalization for the cost of publishing the citizenship textbook prepared and to be distributed by the Bureau of Naturalization to those candidates for citizenship only who are in attendance upon the public schools, such reimbursement to be made upon statements by the Commissioner of Naturalization of books actually delivered to such student candidates for citizenship, and a monthly naturaliza-

tion bulletin, and in this duty to secure the aid of and cooperate with the official State and national organizations, including those concerned with vocational education and including personal services in the District of Columbia, and to aid the local Army exemption boards and cooperate with the War Department in locating declarants subject to the Army draft and expenses incidental thereto.

Tenth. That any person not an alien enemy, who resided uninterruptedly within the United States during the period of five years next preceding July first, nineteen hundred and fourteen, and was on that date otherwise qualified to become a citizen of the United States, except that he had not made the declaration of intention required by law, and who during or prior to that time because of misinformation regarding his citizenship status, erroneously exercised the rights and performed the duties of a citizen of the United States in good faith, may file the petition for naturalization prescribed by law without making the preliminary declaration of intention required of other aliens, and upon satisfactory proof to the court that he has so acted may be admitted as a citizen of the United States upon complying in all respects with the other requirements of the naturalization law.

Eleventh. No alien who is a native, citizen, subject or denizen of any country, State, or sovereignty with which the United States is at war shall be admitted to become a citizen of the United States unless he made his declaration of intention not less than two nor more than seven years prior to the existence of the state of war or was at that time entitled to become a citizen of the United States, without making a declaration of intention, or unless his petition for naturalization shall then be pending and is otherwise entitled to admission, notwithstanding he shall be an alien enemy at the time and in the manner prescribed by the laws passed upon that subject:

Provided, That no alien embraced within this subdivision shall have his petition for naturalization called for a hearing, or heard, except after ninety days' notice given by the clerk of the court to the Commissioner or Deputy Commissioner of Naturalization to be present, and the petition shall be given no final hearing except in open court and after such notice to the representative of the Government from the Bureau of Naturalization, whose objection shall cause the petition to be continued from time to time for so long as the Government may require: Provided, however, That

nothing herein contained shall be taken or construed to interfere with or prevent the apprehension and removal, agreeably to law, of any alien enemy at any time previous to the actual naturalization of such alien; and section twenty-one hund ed and seventy-one of the Revised Statutes of the United States is hereby repealed: Provided, further, That the President of the United States may, in his discretion, upon investigation and report by the Department of Justice fully establishing the loyalty of any alien enemy not included in the foregoing exemption, except such alien enemy from the classification of alien enemy, and thereupon he shall have the privilege of applying for naturalization; and for the purposes of carrying into effect the provisions of this section, including personal services in the District of Columbia, the sum of $400,000 is hereby appropriated, to be available until June thirtieth, nineteen hundred and nineteen, including travel expenses for members of the Bureau of Naturalization and its field service only, and the provisions of section thirty-six hundred and seventy-nine of the Revised Statutes shall not be applicable in any way to this appropriation.

Twelfth. That any person who, while a citizen of the United States and during the existing war in Europe, entered the military or naval service of any country at war with a country with which the United States is now at war, who shall be deemed to have lost his citizenship by reason of any oath or obligation taken by him for the purpose of entering such service, may resume his citizenship by taking the oath of allegiance to the United States prescribed by the naturalization law and regulations, and such oath may be taken before any court of the United States or of any State authorized by law to naturalize aliens or before any consul of the United States, and certified copies thereof shall be sent by such court or consul to the Department of State and the Bureau of Naturalization, and the act (Public fifty-five, Sixty-fifth Congress, approved October fifth, nineteen hundred and seventeen), is hereby repealed.

Thirteenth. That any person who is serving in the military or naval forces of the United States at the termination of the existing war, and any person who before the termination of the existing war may have been honorably discharged from the military or naval services of the United States on account of disability incurred in line of duty, shall, if he applies to the proper court for admission as a citizen of the United States, be relieved from the

necessity of proving that immediately preceding the date of his application he has resided continuously within the United States the time required by law of other aliens, or within the State, Territory, or the District of Columbia for the year immediately preceding the date of his petition for naturalization, but his petition for naturalization shall be supported by the affidavits of two credible witnesses, citizens of the United States, identifying the petitioner as the person named in the certificate of honorable discharge, which said certificate may be accepted as evidence of good moral character required by law, and he shall comply with the other requirements of the naturalization law.

Section 5. That the clerk of the court shall, immediately after filing the petition, give notice thereof by posting in a public and conspicuous place in his office, or in the building in which his office is situated, under an appropriate heading, the name, nativity, and residence of the alien, the date and place of his arrival in the United States, and the date, as nearly as may be, for the final hearing of his petition, and the names of the witnesses whom the applicant expects to summon in his behalf; and the clerk shall, if the applicant requests it, issue a subpoena for the witnesses so named by the said applicant to appear upon the day set for the final hearing, but in case such witnesses cannot be produced upon the final hearing other witnesses may be summoned.

Section 6. That petitions for naturalization may be made and filed during term time or vacation of the court and shall be docketed the same day as filed, but final action thereon shall be had only on stated days, to be fixed by rule of the court, and in no case shall final action be had upon a petition until at least ninety days have elapsed after filing and posting the notice of such petition: Provided, That no person shall be naturalized nor shall any certificate of naturalization be issued by any court within thirty days preceding the holding of any general election within its territorial jurisdiction. It shall be lawful at the time and as a part of the naturalization of any alien, for the court, in its discretion, upon the petition of such alien, to make a decree changing the name of said alien, and his certificate of naturalization shall be issued to him in accordance therewith.

Section 7. That no person who disbelieves in or who is opposed to organized government, or who is a member of or affiliated with any organization entertaining and teaching such disbelief in or opposition to organized government, or who advocates or teaches

the duty, necessity, or propriety of the unlawful assaulting or killing of any officer or officers, either of specific individuals or of officers generally, of the Government of the United States, or of any other organized government, because of his or their official character, or who is a polygamist, shall be naturalized or be made a citizen of the United States.

Section 8. That no alien shall hereafter be naturalized or admitted as a citizen of the United States who cannot speak the English langauge: Provided, That this requirement shall not apply to aliens who are physically unable to comply therewith, if they are otherwise qualified to become citizens of the United States: And provided further, That the requirements of this section shall not apply to any alien who has prior to the passage of this act declared his intention to become a citizen of the United States in conformity with the law in force at the date of making such declaration: Provided further, That the requirements of section eight shall not apply to aliens who shall hereafter declare their intention to become citizens and who shall make homestead entries upon the public lands of the United States and comply in all respects with the laws providing for homestead entries on such lands.

Section 9. That every final hearing upon such petition shall be had in open court before a judge or judges thereof, and every final order which may be made upon such petition shall be under the hand of the court and entered in full upon a record kept for that purpose, and upon such final hearing of such petition the applicant and witnesses shall be examined under oath before the court and in the presence of the court.

Section 10. That in case the petitioner has not resided in the State, Territory, or the District of Columbia[1] for a period of five years continuously and immediately preceding the filing of his petition he may establish by two witnesses, both in his petition and at the hearing, the time of his residence within the State, provided that it has been for more than one year, and the remaining portion of his five years' residence within the United States required by law to be established may be proved by the depositions of two or more witnesses who are citizens of the United States, upon notice to the Bureau of Naturalization.

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[1] The word "District" amended by the act of May, 1918, to read "The District of Columbia."

Section 11. That the United States shall have the right to appear before any court or courts exercising jurisdiction in naturalization procedings for the purpose of cross-examining the petitioner and the witnesses produced in support of his petition concerning any matter touching or in any way affecting his right to admission to citizenship, and shall have the right to call witnesses, produce evidence, and be heard in opposition to the granting of any petition in naturalization proceedings.

Section 12. That it is hereby made the duty of the clerk of each and every court exercising jurisdiction in naturalization matters under the provisions of this act to keep and file a duplicate of each declaration of intention made before him and to send to the Bureau of Naturalization at Washington, within thirty days after the issuance of a certificate of citizenship, a duplicate of such certificate, and to make and keep on file in his office a stub for each certificate so issued by him, whereon shall be entered a memorandum of all the essential facts set forth in such certificate. It shall also be the duty of the clerk of each of said courts to report to the said bureau, within thirty days after the final hearing and decision of the court, the name of each and every alien who shall be denied naturalization, and to furnish to said bureau duplicates of all petitions within thirty days after the filing of the same, and certified copies of such other proceedings and orders instituted in or issued out of said court affecting or relating to the naturalization of aliens as may be required from time to time by the said bureau.

In case any such clerk or officer acting under his direction shall refuse or neglect to comply with any of the foregoing provisions he shall forfeit and pay to the United States the sum of twenty-five dollars in each and every case in which such violation or omission occurs, and the amount of such forfeiture may be recovered by the United States in an action of debt against such clerk.

Clerks of courts having and exercising jurisdiction in naturalization matters shall be responsible for all blank certificates of citizenship received by them from time to time from the Bureau of Naturalization, and shall account for the same to the said bureau whenever required so to do by such bureau. No certificate of citizenship received by any such clerk which may be defaced or injured in such manner as to prevent its use as herein provided shall in any case be destroyed, but such certificate shall be

returned to the said bureau; and in case any such clerk shall fail to return or properly account for any certificate furnished by the said bureau, as herein provided, he shall be liable to the United States in the sum of fifty dollars, to be recovered in an action of debt, for each and every certificate not properly accounted for or returned.

Section 13. [1]That the clerk of each and every court exercising jurisdiction in naturalization cases shall charge, collect, and account for the following fees in each proceeding:[2]

For receiving and filing a declaration of intention and issuing a duplicate thereof, one dollar.

For making, filing, and docketing the petition of an alien for admission as a citizen of the United States, and for the final hearing thereon, two dollars; and for entering the final order and the issuance of the certificate of citizenship thereunder, if granted, two dollars.

The clerk of any court collecting such fees is hereby authorized to retain one-half of the fees collected by him in such naturalization proceedings; the remaining one-half of the naturalization fees in each case collected by such clerks, respectively, shall be accounted for in their quarterly accounts, which they are hereby required to render the Bureau of Naturalization, and paid over to such bureau within thirty days from the close of each quarter in each and every fiscal year, and the moneys so received shall be paid over to the disbursing clerk of the Department of Labor, who shall thereupon deposit them in the Treasury of the United States, rendering an account therefor quarterly to the Auditor for the State and Other Departments, and the said disbursing clerk shall be held responsible under his bond for said fees so received.

In addition to the fees herein required, the petitioner shall, upon the filing of his petition to become a citizen of the United States, deposit with and pay to the clerk of the court a sum of money sufficient to cover the expenses of subpoenaing and paying the legal fees of any witnesses for whom he may request a subpoena, and upon the final discharge of such witnesses they shall receive, if they demand the same from the clerk, the cus-

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1 Section 13, as amended by act of June 25, 1910.

2 See last paragraph of seventh subdivision of section 4, page 9, regarding fee to be paid by alien in military service who files petition during time United States is at war.

tomary and usual witness fees from the moneys which the petitioner shall have paid to such clerk for such purpose, and the residue, if any, shall be returned by the clerk to the petitioner: Provided, That the clerks of courts exercising juridiction in naturalization proceedings shall be permitted to retain one-half of the fees in any fiscal year up to the sum of three thousand dollars, and that all fees received by such clerks in naturalization proceedings in excess of such amount shall be accounted for and paid over to said bureau as in case of other fees to which the United States may be entitled under the provisions of this act. The clerks of the various courts exercising jurisdiction in naturalization proceedings shall pay all additional clerical force that may be required in performing the duties imposed by this act upon the clerks of courts from fees received by such clerks in naturalization proceedings.

And in case the clerk of any court exercising naturalization jurisdiction collects fees in excess of the sum of six thousand dollars in any fiscal year the Secretary of Labor may allow salaries, for naturalization purposes only, to pay for clerical assistance, to be selected and employed by that clerk, additional to the clerical force, for which clerks of courts are required by this section to pay from fees received by such clerks in naturalization proceedings, if in the opinion of said Secretary the naturalization business of such clerk warrants further additional assistance: Provided, That in no event shall the whole amount allowed the clerk of a court and his assistants exceed the one-half of the gross receipts of the office of said clerk from naturalization fees during such fiscal year: Provided, further, That when, at the close of any fiscal year, the business of such clerk of court indicates, in the opinion of the Secretary of Labor, that the naturalization fees for the succeeding fiscal year will exceed six thousand dollars the Secretary of Labor may authorize the continuance of the allowance of salaries for the additional clerical assistance herein provided for and employed on the last day of the fiscal year until such time as the remittances indicate, in the opinion of said Secretary, that the fees for the then current fiscal year will not be sufficient to allow the additional clerical assistance authorized by this act.

That payment for the additional clerical assistance herein authorized shall be in the manner and under such regulations as the Secretary of Labor may prescribe.

Section 14. That the declarations of intention and the petitions for naturalization shall be bound in chronological order in separate volumes, indexed, consecutively numbered, and made part of the records of the court. Each certificate of naturalization issued shall bear upon its face, in a place prepared therefor, the volume number and page number of the petition whereon such certificate was issued, and the volume and page number of the stub of such certificate.

Section 15. That it shall be the duty of the United States district attorneys for the respective districts, upon affidavit showing good cause therefor, to institute proceedings in any court having jurisdiction to naturalize aliens in the judical district in which the naturalized citizen may reside at the time of bringing the suit for the purpose of setting aside and canceling the certificate of citizenship on the ground of fraud or on the ground that such certificate of citizenship was illegally procured. In any such proceedings the party holding the certificate of citizenship alleged to have been fraudulently or illegally procured shall have sixty days personal notice in which to make answer to the petition of the United States; and if the holder of such certificate be absent from the United States or from the district in which he last had his residence, such notice shall be given by publication in the manner provided for the service of summons by publication or upon absentees by the laws of the State or the place where such suit is brought.

If any alien who shall have secured a certificate of citizenship under the provisions of this act shall, within five years after the issuance of such certificate, return to the country of his nativity, or go to any other foreign country, and take permanent residence therein, it shall be considered prima facie evidence of a lack of intention on the part of such alien to become a permanent citizen of the United States at the time of filing his application for citizenship, and, in the absence of countervailing evidence, it shall be sufficient in the proper proceedings to authorize the cancellation of his certificate of citizenship as fraudulent, and the diplomatic and consular officers of the United States in foreign countries shall from time to time, through the Department of State, furnish the Department of Justice with the names of those within their respective jurisdictions who have such certificates of citizenship and who have taken permanent residence in the country

of their nativity, or in any other foreign country, and such statements, duly certified, shall be admissible in evidence in all courts in proceedings to cancel certificates of citizenship.

Whenever any certificate of citizenship shall be set aside or canceled, as herein provided, the court in which such judgement or decree is rendered shall make an order canceling such certificate of citizenship and shall send a certified copy of such order to the Bureau of Naturalization; and in case such certificate was not originally issued by the court making such order it shall direct the clerk of the court to transmit a copy of such order and judgment to the court out of which such certificate of citizenship shall have been originally issued. And it shall thereupon be the duty of the clerk of the court receiving such certified copy of the order and judgment of the court to enter the same of record and to cancel such original certificate of citizenship upon the records and to notify the Bureau of Naturalization of such cancellation.

The provisions of this section shall apply not only to certificates of citizenship issued under the provisions of this act, but to all certificates of citizenship which may have been issued heretofore by any court exercising jurisdiction in naturalization proceedings under prior laws.

Section 16. (Superseded by act of Mar. 4, 1909. See sec. 74, p. 25.)

Section 17. (Superseded by act of Mar. 4, 1909. See sec. 75, p. 25.)

Section 18. That it is hereby made a felony for any clerk or other person to issue or be a party to the issuance of a certificate of citizenship contrary to the provisions of this act, except upon a final order under the hand of a court having jurisdiction to make such order, and upon conviction thereof such clerk or other person shall be punished by imprisonment for not more than five years and by a fine of not more than five thousand dollars, in the discretion of the court.

Section 19. (Superseded by act of Mar. 4, 1909. See sec. 77, p. 26.)

Section 20. That any clerk or other officer of a court having power under this act to naturalize aliens, who wilfully neglects to render true accounts of moneys received by him for naturalization proceedings or who wilfully neglects to pay over any balance of such moneys due to the United States within thirty days after said payment shall become due and demand therefor has been

made and refused, shall be deemed guilty of embezzlement of the public moneys, and shall be punishable by imprisonment for not more than five years, or by a fine of not more than five thousand dollars, or both.

Section 21. That it shall be unlawful for any clerk of any court or his authorized deputy or assistant exercising jurisdiction in naturalization proceedings to demand, charge, collect, or receive any other or additional fees or moneys in naturalization proceedings save the fees and moneys herein specified; and a violation of any of the provisions of this section or any part thereof is hereby declared to be a misdemeanor and shall be punished by imprisonment for not more than two years, or by a fine of not more than one thousand dollars, or by both such fine and imprisonment.

Section 22. That the clerk of any court exercising jurisdiction in naturalization proceedings, or any person acting under authority of this act, who shall knowingly certify that a petitioner, affiant, or witness named in an affidavit, petition, or certificate of citizenship, or other paper or writing required to be executed under the provisions of this act, personally appeared before him and was sworn thereto, or acknowledged the execution thereof or signed the same, when in fact such petitioner, affiant, or witness did not personally appear before him, or was not sworn thereto, or did not execute the same, or did not acknowledge the execution thereof, shall be punished by a fine not exceeding five thousand dollars, or by imprisonment not to exceed five years.

Section 23. That any person who knowingly procures naturalization in violation of the provisions of this act shall be fined not more than five thousand dollars, or shall be imprisoned not more than five years, or both, and upon conviction the court in which such conviction is had shall thereupon adjudge and declare the final order admitting such person to citizenship void. Jurisdiction is hereby conferred on the courts having jurisdiction of the trial of such offense to make such adjudication. Any person who knowingly aids, advises, or encourages any person not entitled thereto to apply for or to secure naturalization, or to file the preliminary papers declaring an intent to become a citizen of the United States, or who in any naturalization proceeding knowingly procures or gives false testimony as to any material fact, or who knowingly makes an affidavit false as to any material fact required to be proved in such proceeding, shall be fined not more than five thousand dollars, or imprisoned not more than five years, or both.

Section 24. That no person shall be prosecuted, tried, or punished for any crime arising under the provisions of this act unless the indictment is found or the information is filed within five years next after the commission of such crime.

Section 25. That for the purpose of the prosecution of all crimes and offenses against the naturalization laws of the United States which may have been committed prior to the date when this act shall go into effect, the existing naturalization laws shall remain in full force and effect.

Section 26. That sections twenty-one hundred and sixty-five, twenty-one hundred and sixty-seven, twenty-one hundred and sixty-eight, twenty-one hundred and seventy-three of the Revised Statutes of the United States of America, and section thirty-nine of chapter one thousand and twelve of the Statutes at Large of the United States of America for the year nineteen hundred and three, and all acts or parts of acts inconsistent with or repugnant to the provisions of this act are hereby repealed.

Section 27. That substantially the following forms shall be used in the proceedings to which they relate:

DECLARATION OF INTENTION

(Invalid for all purposes seven years after the date hereof.)

....., *ss.*

I, ..., aged ..... years, occupation ....., do declare on oath (affirm) that my personal description is: Color ....., complexion ....., height ....., weight ....., color of hair ....., color of eyes ....., other visible distinctive marks .....; I was born in ....., on the .... day of....., Anno Domini ..... I now reside at .....; I emigrated to the United States of America from ....., on the vessel ....., my last foreign residence was ..... It is my bona fide intention to renounce forever all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty, and particularly to ....., of which I am now a citizen (subject); I arrived at the (port) of ....., in the State (Territory of the District of Columbia[1]) on or about the ..... day of ....., Anno Domini. I am not an anarchist; I am not a polygamist nor a believer in the practice of polygamy; and it is my intention in

[1] The word "District" amended by the act of May 9, 1918, to read "the District of Columbia."

good faith to become a citizen of the United States of America, to permanently reside therein. So help me God.

(Original signature of declarant)

Subscribed and sworn to (affirmed) before me this ..... day of ....., Anno Domini .....

(Official character of attestor.)

PETITION FOR NATURALIZATION

..... Court of .....

In the matter of the petition of ..... to be admitted as a citizen of the United States of America.

To the ..... Court:

The petition of ..... respectfully shows:

First. My full name is .....

Second. My place or residence is number ..... street, city of ....., State (Territory or the District of Columbia[1]) of .....

Third. My occupation is .....

Fourth. I was born on the ..... day of ..... at .....

Fifth. I emigrated to the United States from ....., on or about the ..... day of ....., Anno Domini ....., and arrived at the port of ....., in the United States, on the vessel .....

Sixth. I declared my intention to become a citizen of the United States on the ..... day of ....., at ....., in the ..... court of .....

Seventh. I am ..... married. My wife's name is ..... She was born in ..... and now resides at ..... I have ..... children, and the name, date, and place of birth and place of residence of each of said children is as follows: .....

Eight. I am not a disbeliever in or opposed to organized government or a member of or affiliated with any organization or body of persons teaching disbelief in organized government. I am not a polygamist nor a believer in the practice of polygamy. I am attached to the principles of the Constitution of the United States, and it is my intention to become a citizen of the United States and to renounce absolutely and forever all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty, and particularly to ....., of which at this time I am a citizen (or subject), and it is my intention to reside permanently in the United States.

[1] The word "District" amended by the act of May 9, 1918, to read "the District of Columbia."

Ninth. I am able to speak the English language.

Tenth. I have resided continuously in the United States of America for a term of five years at least immediately preceding the date of this petition, to wit, since ....., Anno Domini ....., and in the State (Territory or the District of Columbia[1]) of ....., for one year at least next preceding the date of this petition, to wit, since ..... day of ....., Anno Domini .....

Eleventh. I have not heretofore made petition for citizenship to any court. (I made petition for citizenship to the ..... court of ..... at ....., and the said petition was denied by the said court for the following reasons and causes, to wit, ..., and the cause of such denial has since been cured or removed.)

Attached hereto and made a part of this petition are my declaration of intention to become a citizen of the United States and the certificate from the Department of Labor required by law. Wherefore your petitioner prays that he may be admitted a citizen of the United States of America.

Dated .....

(Signature of petitioner) .....

..... *ss.*

....., ... being duly sworn, deposes and says that he is the petitioner in the above-entitled proceeding; that he has read the foregoing petition and knows the contents thereof; that the same is true of his own knowledge, except as to matters therein stated to be alleged upon information and belief, and that as to those matters he believes it to be true.

Subscribed and sworn to before me this .... day of ....., Anno Domini .....,

(L. S.) .....,

Clerk of the ..... Court.

AFFIDAVIT OF WITNESSES

..... Court of .....

In the matter of the petition of ..... to be admitted a citizen of the United States of America.

....., *ss.*

....., ..., occupation ....., residing at ....., and ....., occupation .....,

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residing at ....., each being severally, duly, and respectively sworn, deposes and says that he is a citizen of the United States of America; that he has personally known ....., the petitioner above mentioned, to be a resident of the United States for a period of at least five years continuously immediately preceding the date of filing his petition, and of the State (Territory or the District of Columbia[1]) in which the above-entitled application is made for a period of ..... years immediately preceding the date of filing his petition; and that he has personal knowledge that the said petitioner is a person of good moral character, attached to the principles of the Constitution of the United States, and that he is in every way qualified, in his opinion, to be admitted as a citizen of the United States.

.....

.....

Subscribed and sworn to before me this ..... day of ....., nineteen hundred and .....

(L. S.)

.....

(Official character of attestor.)

CERTIFICATE OF NATURALIZATION

Number .....

Petition, volume ....., page .....

Stub, volume ....., page .....

(Signature of holder) ....

Description of holder: Age, ...; height, ...; color, ...; complexion, ...; color of eyes, ...; color of hair, ...; visible distinguishing marks, ...

Name, age, and place of residence of wife, ... Names, ages, and places of residence of minor children, ..., ..., ..., ..., ..., *ss.*

Be it remembered, that at a ..... term of the ..... court of .... held at ..... on the ..... day of ....., in the year of our Lord nineteen hundred and ....., ..., who previous to his (her) naturalization was a citizen or subject of ....., at present residing at number .... street, ... city (town) ..... State (Territory or the District of Columbia[1]), having applied to be admitted

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a citizen of the United States of America pursuant to law, and the court having found that the petitioner had resided continuously within the United States for at least five years and in this State for one year immediately preceding the date of the hearing of his (her) petition, and that said petitioner intends to reside permanently in the United States, had in all respects complied with the law in relation thereto, and that .... he was entitled to be so admitted, it was thereupon ordered by said court that .... he be admitted as a citizen of the United States of America.

In testimony whereof the seal of said court is hereunto affixed on the ..... day of ....., in the year of our Lord nineteen hundred and .... and of our independence the .....

(L. S.)

.....

(Official character of attestor)

STUB OF CERTIFICATE OF NATURALIZATION

No. of certificate .....

Name, ...; age .....

Declaration of intention, volume ..... page .....

Petition, volume ....., page .....

Name, age and place of residence of wife, ... Names, ages, and places of residence of minor children, ...

Date of order, volume ..... page .....

(Signature of holder) .....

Section 28. That the Secretary of Labor shall have power to make such rules and regulations as may be necessary for properly carrying into execution the various provisions of this act. Certified copies of all papers, documents, certificates, and records required to be used, filed, recorded, or kept under any and all of the provisions of this act shall be admitted in evidence equally with the originals in any and all proceedings under this act and in all cases in which the originals thereof might be admissible as evidence.

Section 29. That for the purpose of carrying into effect the provisions of this act there is hereby appropriated the sum of one hundred thousand dollars, out of any moneys in the Treasury of the United States not otherwise appropriated, which appropriation shall be in full for the objects hereby expressed until June thirtieth, nineteen hundred and seven; and the provisions of sec-

tion thirty-six hundred and seventy-nine of the Revised Statutes of the United States shall not be applicable in any one way to this appropriation.

Section 30. That all the applicable provisions of the naturalization laws of the United States shall apply to and be held to authorize the admission to citizenship of all persons not citizens who owe permanent allegiance to the United States, and who may become residents of any State or organized Territory of the United States, with the following modifications: The applicant shall not be required to renounce allegiance to any foreign sovereignty; he shall make his declaration of intention to become a citizen of the United States at least two years prior to his admission; and residence within the jurisdiction of the United States, owing such permanent allegiance, shall be regarded as residence within the United States, within the meaning of the five years' residence clause of the existing law.

Section 31. That this act shall take effect and be in force from and after ninety days from the date of its passage: Provided, That sections one, two, twenty-eight, and twenty-nine shall go into effect from and after the passage of this act.

Approved, June 29, 1906.

NATURALIZATION

(For a list of sections repealed, see p. 17 of this pamphlet, sec. 26 of act of June 29, 1906; subdivisions 11th and 12th, under sec. 4, p. 10; and p. 27.)

NATURALIZATION LIMITED TO WHITE PERSONS AND THOSE OF THE AFRICAN RACE

(Act of February 18, 1875, amending act of July 14, 1870.)

Section 2169. The provisions of this title shall apply to aliens being free white persons; and to aliens of African nativity and to persons of African descent. (R. S. 1878, p. 380; 1 Comp. Stat. 1901, p. 1333.)

NATURALIZATION OF CHINESE PROHIBITED

(Act of May 6, 1882.)

Section 14. That hereafter no State court or court of the United States shall admit Chinese to citizenship; and all laws in conflict with this act are hereby repealed. (22 Stat. L., p. 61.)

RESIDENCE WITHIN THE UNITED STATES REQUIRED FOR FIVE YEARS CONTINUOUSLY

(Act of March 3, 1813.)

(The United States Circuit Court of Appeals has held that sec. 2170 was not repealed by the naturalization act of June 29, 1906. [See United States v. Rodieck, 162 Fed., 469.])

Section 2170. No alien shall be admitted to become a citizen who has not for the continued term of five years next preceding his admission resided within the United States. (R. S. 1878, p. 380; 1 Comp. Stat. 1901, p. 1333.)

NATURALIZATION OF ALIEN ENEMIES PROHIBITED

(Act of July 30, 1813, amending act of April 14, 1802.)

Section 2171. R. S. 1878, p. 380; 1 Comp. Stat. 1901, p. 1334. This section repealed by the act of May 9, 1918 (Pub. No. 144, 65th Cong). (See Sec. 4, subdivision 11, p. 10.)

ALIEN SEAMEN OF MERCHANT VESSELS

(Act of July 7, 1872.)

Section 2174. R. S. 1878, p. 380; 1 Comp. Stat. 1901, p. 1334. This section repealed by the act of May 9, 1918 (Pub. No. 144, 65th Cong).

(See Sec. 4, subdivisions 7 and 8, pp. 6 and 9.)

NATURALIZATION OF DECLARANTS WHO HAVE SERVED IN THE NAVAL RESERVE FORCE IN TIME OF WAR

(Act of May 22, 1917.)

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the Act entitled "An Act making appropriations for the naval service for the fiscal year ending June thirtieth, nineteen hundred and seventeen, and for other purposes," approved August twenty-ninth, nineteen hundred and sixteen, be, and the same is hereby, amended by adding after the proviso under the heading "Naval Reserve Force," which reads as follows: "Provided, That citizens of the insular possessions of the United States may enroll in the Naval Auxiliary Reserve," a further proviso as follows: Provided further, That such persons who are not citizens of the United States, but who have or shall have declared their intention to become citizens of the United States, and who are citizens of countries which are at peace with the United States, may enroll in the

Naval Reserve Force subject to the condition that they may be discharged from such enrollment at any time within the discretion of the Secretary of the Navy, and such persons who may, under existing law, become citizens of the United States, and who render honorable service in the Naval Reserve Force in time of war for a period of not less than one year may become citizens of the United States without proof of residence on shore and without further requirement than proof of good moral character and certificate from the Secretary of the Navy that such honorable service was actually rendered. (Public Laws, 65th Cong., 1st sess., 1917, p. 84.)

HONORABLY DISCHARGED SOLDIERS EXEMPT FROM CERTAIN FORMALITIES

(Act of July 17, 1862.)

Section 2166. R. S. 1878, p. 379; 1 Comp. Stat. 1901, p. 1332. This section repealed by act of May 9, 1918 (Pub. No. 144, 65th Cong.), except as to honorably discharged soldiers who served in U. S. Armies prior to January 1, 1900. (See subdivision 7, p. 6; sec. 2, p. 27.)

ALIENS HONORABLY DISCHARGED FROM SERVICE IN NAVY OR MARINE CORPS

[Act of July 26, 1894 (28 Stat. L., p. 124), Repealed by act of May 9, 1918 (Pub. No. 144, 65th Cong.)]

(See subdivision 7, p. 6; also p. 28)

ALIENS HONORABLY DISCHARGED FROM SERVICE IN NAVY, MARINE CORPS, REVENUE CUTTER SERVICE OR NAVAL AUXILIARY SERVICE

[Act of June 30, 1914 (38 Stat. L. pt. 1, p. 395.)
Repealed by act of May 9, 1918 (Pub. No. 144, 65th Cong.)]

(See subdivision 7, p. 6; also p. 28.)

ALIENS HONORABLY DISCHARGED FROM MILITARY OR NAVAL FORCES OF THE UNITED STATES AFTER SERVICE DURING THE PRESENT WAR

(Public. No. 2, 66th Cong., approved July 19, 1919.)

Any person of foreign birth who served in the military or naval forces of the United States during the present war, after final examination and acceptance by the said military or naval authorities, and shall have been honorably discharged after such acceptance and service, shall have the benefits of the seventh subdivision

of section 4, of the Act of June 29, 1906, 34 Statutes at Large, part 1, page 596, as amended, and shall not be required to pay any fee therefor; and this provision shall continue for the period of one year after all of the American troops are returned to the United States.

ALIENS WHO ERRONEOUSLY BELIEVED THEMSELVES CITIZENS EXEMPT FROM CERTAIN FORMALITIES

(Act of June 25, 1910.)

Section 3, 36 Stat. L., pt. 1, p. 830. This section repealed by act of May 9, 1918 (Pub. No. 144, 65th Cong.)

(See subdivision 10, p. 9; also p. 28.)

PROVIDING FOR NATURALIZATION OF WIFE AND MINOR CHILDREN OF INSANE ALIENS MAKING HOMESTEAD ENTRIES UNDER LAND LAWS OF THE UNITED STATES

(Act of February 24, 1911.)

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That when any alien, who has declared his intention to become a citizen of the United States, becomes insane before he is actually naturalized, and his wife shall thereafter make a homestead entry under the land laws of the United States, she and their minor children may, by complying with the other provisions of the naturalization laws, be naturalized without making any declaration of intention. (36 Stat. L., pt. 1, p. 929).

NATURALIZATION OF DESERTERS OR PERSONS WHO GO ABROAD TO AVOID DRAFT PROHIBITED

(Act of August 22, 1912.)

Section 3954. (Amending Section 1998, U. S. R. S.) Every person who hereafter deserts the military or naval service of the United States, or who, being enrolled departs the jurisdiction of the district in which he is enrolled, or goes beyond the limits of the United States, with intent to avoid any draft into the military or naval service, lawfully ordered, shall be liable to all the penalties and forfeitures of section 1996 of the Revised Statutes; Provided, That the provisions of this section and said section 1996 (infra) shall not apply to any person hereafter deserting the military or naval service of the United States in time of peace. . . . (4 Comp. Stat. 1916, p. 4828.)

(Act of March 3, 1865.)

Section 1996. All persons who deserted the military or naval service of the United States and did not return thereto or report themselves to a provost marshal within sixty days after the issuance of the proclamation by the President, dated the 11th day of March, 1865, are deemed to have voluntarily relinquished and forfeited their rights of citizenship, as well as their right to become citizens; and such deserters shall be forever incapable of holding any office of trust or profit under the United States, or of exercising any rights of citizens thereof. (R. S. 1878, p. 350; 1 Comp. Stat. 1901, p. 1269.)

DEBARRING FROM NATURALIZATION CERTAIN ALIENS WHO MAY WITHDRAW THEIR DECLARATIONS OF INTENTION TO AVOID MILITARY SERVICE

(Act of July 9, 1918.)

. . . Provided, That a citizen or subject of a country neutral in the present war who has declared his intention to become a citizen of the United States shall be relieved from liability to military service upon his making a declaration, in accordance with such regulations as the President may prescribe, withdrawing his intention to become a citizen of the United States, which shall operate and be held to cancel his declaration of intention to become an American citizen, and he shall forever be debarred from becoming a citizen of the United States. . . . (40 Stat. L., pt. 1, p. 885.)

RELATING TO SECTION 13 OF THE ACT OF JUNE 29, 1906, AS AMENDED JUNE 25, 1910

(Act of June 12, 1917.)

. . . Provided, That the whole amount allowed for a fiscal year to the clerk of a court and his assistants from naturalization fees and this appropriation or any similar appropriation made hereafter shall be based upon and not exceed the one-half of the gross receipts of said clerk from naturalization fees during the fiscal year immediately preceding, unless the naturalization business of the clerk of any court during the year shall be in excess of the naturalization business of the preceding year, in which event the amount allowed may be increased to an amount equal to one-half the estimated gross receipts of the said clerk from naturalization fees during the current fiscal year; . . . (40 Stat. L., pt. 1, p. 171.)

OFFICIAL MAIL TO BE FORWARDED BY CLERKS OF COURTS TO BUREAU FREE OF POSTAGE, AND BY REGISTERED MAIL IF NECESSARY

(Act of October 6, 1917.)

. . . That all mail matter, of whatever class, relating to naturalization, including duplicate papers required by law or regulation to be sent to the Bureau of Naturalization by clerks of State or Federal courts, addressed to the Department of Labor, or the Bureau of Naturalization, or to any official thereof, and indorsed "Official Business," shall be transmitted free of postage, and by registered mail if necessary, and so marked: Provided, further, That if any person shall make use of such indorsement to avoid payment of postage or registry fee on his or her private letter, package, or other matter in the mail, the person so offending shall be guilty of a misdemeanor and subject to a fine of $300, to be prosecuted in any court of competent jurisdiction.

(Pub. Laws, 65th Cong., 1st sess., 1917, p. 376. Postal Laws and Regs., sec. 878, par. 3½, and sec. 498, par. 2.)

VALIDATING CERTAIN CERTIFICATES OF NATURALIZATION WHERE DECLARATIONS WERE FILED PRIOR TO SEPTEMBER 27, 1906

(Act of May 9, 1918.)

Section 3. That all certificates of naturalization granted by courts of competent jurisdiction prior to December thirty-first, nineteen hundred and eighteen, upon petitions for naturalization filed prior to January thirty-first, nineteen hundred and eighteen, upon declarations of intention filed prior to September twenty-seventh, nineteen hundred and six, are hereby declared to be valid in so far as the declaration of intention is concerned, but shall not be by this act further validated or legalized.

AN ACT TO CODIFY, REVISE, AND AMEND THE PENAL LAWS OF THE UNITED STATES

(Act of March 4, 1909.)

(The following sections repealed secs. 16, 17 and 19 of the act of June 29, 1906.)

Section 74. Whoever shall falsely make, forge, or counterfeit, or cause or procure to be falsely made, forged, or counterfeited, or shall knowingly aid or assist in falsely making, forging, or counterfeiting any certificate of citizenship, with intent to use the same, or with the intent that the same may be used by som-

other person, shall be fined not more than ten thousand dollars, or imprisoned not more than ten years, or both.

Section 75. Whoever shall engrave, or cause or procure to be engraved, or assist in engraving, any plate in the likeness of any plate designed for the printing of a certificate of citizenship; or whoever shall sell any such plate, or shall bring into the United States from any foreign place any such plate, except under the direction of the Secretary of Labor or other proper officer, or whoever shall have in his control, custody, or possession any metallic plate engraved after the similitude of any plate from which any such certificate has been printed, with intent to use or to suffer such plate to be used in forging or counterfeiting any such certificate or any part thereof; or whoever shall print, photograph, or in any manner cause to be printed, photographed, made, or executed any print or impression in the likeness of any such certificate, or any part threof; or whoever shall sell any such certificate, or shall bring the same into the United States from any foreign place, except by direction of some proper officer of the United States; or whoever shall have in his possession a distinctive paper which has been adopted by the proper officer of the United States for the printing of such certificate, with intent unlawfully to use the same, shall be fined not more than ten thousand dollars, or imprisoned not more than ten years, or both.

Section 76. Whoever, when applying to be admitted a citizen, or when appearing as a witness for any such person, shall knowingly personate any person other than himself, or shall falsely appear in the name of a deceased person, or in an assumed or fictitious name; or whoever shall falsely make, forge, or counterfeit, any oath, notice, affidavit, certificate, order, record, signature, or other instrument, paper, or proceeding required above specified; or whoever shall sell or dispose of to any person other than the person for whom it was originally issued any certificate of citizenship or certificate showing any person to be admitted a citizen, shall be fined not more than one thousand dollars, or imprisoned not more than five years, or both.

Section 77. Whoever shall use or attempt to use, or shall aid, assist, or participate in the use of any certificate of citizenship, knowing the same to be forged, counterfeit, or antedated, or knowing the same to have been procured by fraud or otherwise unlawfully obtained; or whoever, without lawful excuse, shall knowingly possess any false, forged, antedated, or counterfeit

certificate of citizenship purporting to have been issued under any law of the United States relating to naturalization knowing such certificate to be false, forged, antedated, or counterfeit, with the intent unlawfully to use the same; or whoever shall obtain, accept, or receive any certificate of citizenship, knowing the same to have been procured by fraud or by the use or means of any false name or statement given or made with the intent to procure, or to aid in procuring, the issuance of such certificate, or knowing the same to have been fraudulently altered or antedated; or whoever, without lawful excuse, shall have in his possession any blank certificate of citizenship provided by the Bureau of Naturalization with the intent unlawfully to use the same; or whoever, after having been admitted to be a citizen, shall, on oath or by affidavit, knowingly deny that he has been so admitted, with the intent to evade or avoid any duty or liability imposed or required by law, shall be fined not more than one thousand dollars, or imprisoned not more than five years, or both.

Section 78. Whoever shall in any manner use, for the purpose of registering as a voter, or as evidence of a right to vote, or otherwise unlawfully, any order, certificate of citizenship, or certificate, judgment, or exemplification, showing any person to be admitted to be a citizen, whether heretofore or hereafter issued or made, knowing that such order, certificate, judgment or exemplification has been unlawfully issued or made; or whoever shall unlawfully use, or attempt to use, any such order or certificate, issued to or in the name of any other person, or in a fictitious name, or the name of a deceased person, shall be fined not more than one thousand dollars, or imprisoned not more than five years, or both.

Section 79. Whoever shall knowingly use any certificate of naturalization heretofore or which hereafter may be granted by any court, which has been or may be procured through fraud or by false evidence, or which has been or may hereafter be issued by the clerk or any other officer of the court without any appearance and hearing of the applicant in court and without lawful authority; or whoever, for any fraudulent purpose whatever, shall falsely represent himself to be a citizen of the United States without having been duly admitted to citizenship, shall be fined not more than one thousand dollars, or imprisoned not more than two years, or both.

Section 80. Whoever, in any proceeding under or by virtue of any law relating to the naturalization of aliens, shall knowingly

swear falsely in any case where an oath is made or affidavit taken, shall be fined not more than one thousand dollars and imprisoned not more than five years.

Section 81. The provisions of the five sections last preceding shall apply to all proceedings had or taken, or attempted to be had or taken, before any court in which any proceeding for naturalization may be commenced or attempted to be commenced, and whether such court was vested by law with jurisdiction in naturalization proceedings or not. (35 Stat. L. pt. 1, p. 1102.)

(By the terms of section 341 of the act referred to above, the foregoing sections specifically repealed sections 5395, 5424, 5425, 5426, 5428, and 5429 of the Revised Statutes of the United States, as well as sections 16, 17, and 19 of the act of June 29, 1906, 34 Stat. L. pt. 1, p. 596.)

LAWS REPEALED BY THE ACT OF MAY 9, 1918

The Act of May 9, 1918, Public No. 144, Sixty-fifth Congress, contained the following provisions:)

Section 2. * * * That all acts or parts of acts inconsistent with or repugnant to the provisions of this act are hereby repealed; but nothing in this act shall repeal or in any way enlarge section twenty-one hundred and sixty-nine of the Revised Statutes, except as specified in the seventh subdivision of this act and under the limitation therein defined. Provided, That for the purposes of the prosecution of all crimes and offenses against the naturalization laws of the United States which may have been committed prior to this act the statutes and laws hereby repealed shall remain in full force and effect: Provided further, That as to all aliens who, prior to January first, nineteen hundred, served in the Armies of the United States and were honorably discharged therefrom, section twenty-one hundred and sixty-six of the Revised Statutes of the United States shall be and remain in full force and effect, anything in this act to the contrary notwithstanding.

(And specifically repealed the following: Sections 2166, 2171, 2174, United States Revised Statutes; and so much of an act approved June 26, 1894, entitled "An act making provisions for the naval service for the fiscal year ending June 30, 1895, and for other purposes (28 Stat. L. p. 124), as relates to naturalization; and so much of an act approved June 30, 1914, entitled "An act making appropriations for the naval service for the fiscal year ending June 30, 1915, and for other purposes (38

Stat. L., pt. 1, p. 392), as relates to naturalization; and so much of section 3 of an act approved June 25, 1910 (36 Stat. L. pt. 1, p. 830), as relates to naturalization; and Public Act, No. 55, Sixty-fifth Congress, approved October 5, 1917.)

CITIZENSHIP

(In regard to the acquisition of citizenship by means other than naturalization, see also secs. 1992 and 1905 of the United States Revised Statutes.)

CITIZENSHIP BY BIRTH

Section 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. * * * (Constitution, Art. XIV.)

CITIZENSHIP OF CHILDREN BORN ABROAD OF CITIZENS

(Act of February 10, 1855, amending act of April 14, 1802.)

Section 1993. All children heretofore born or hereafter born out of the limits and jurisdiction of the United States, whose fathers were or may be at the time of their birth citizens thereof, are declared to be citizens of the United States; but the rights of citizenship shall not descend to children whose fathers never resided in the United States. (R. S. 1878, p. 350; 1 Comp. Stat. 1901, p. 1268.)

CITIZENSHIP OF WOMEN BY MARRIAGE

(Act of February 10, 1855.)

Section 1994. Any woman who is now or may hereafter be married to a citizen of the United States, and who might herself be lawfully naturalized, shall be deemed a citizen. (R. S. 1878, p. 350; 1 Comp. Stat. 1901, p. 1268.)

CHILDREN OF PERSONS NATURALIZED UNDER CERTAIN LAWS TO BE CITIZENS

(Act of April 14, 1802.)

Section 2172. The children of persons who have been duly naturalized under any law of the United States, or who, previous to the passing of any law on that subject by the Government of the United States, may have become citizens of any one of the States, under the laws thereof, being under the age of twenty-one years at the time of the naturalization of their parents, shall, if dwelling in the United States, be considered as citizens thereof; and the children of persons who now are, or have been, citizens

of the United States, shall though born out of the limits and jurisdiction of the United States, be considered as citizens thereof; but no person heretofore proscribed by any State, or who has been legally convicted of having joined the army of Great Britain during the Revolutionary War, shall be admitted to become a citizen without the consent of the legislature of the state in which such person was proscribed. (R. S. 1878; p. 380; 1 Comp. Stat. 1901, p. 1334.)

EXPATRIATION OF CITIZENS AND THEIR PROTECTION ABROAD

(Act of March 2, 1907.)

Section 1. (Repealed by sec. 5 of Public Act, No. 238, 66th Cong.)

Section 2. That any American citizen shall be deemed to have expatriated himself when he has been naturalized in any foreign State in conformity with its laws, or when he has taken an oath of allegiance to any foreign State.

When any naturalized citizen shall have resided for two years in the foreign State from which he came, or for five years in any other foreign State, it shall be presumed that he has ceased to be an American citizen, and the place of his general abode shall be deemed his place of residence during said years: Provided, however, That such presumption may be overcome on the presentation of satisfactory evidence to a diplomatic or consular officer of the United States, under such rules and regulations as the Department of State may prescribe; And provided also, That no American citizen shall be allowed to expatriate himself when this country is at war.

Section 3. That any American woman who marries a foreigner shall take the nationality of her husband. At the termination of the marital relation she may resume her American citizenship, if abroad, by registering as an American citizen within one year with a consul of the United States, or by returning to reside in the United States, or if residing in the United States at the termination of the marital relation, by continuing to reside therein.

Section 4. That any foreign woman who acquires American citizenship by marriage to an American shall be assumed to retain the same after the termination of the marital relation if she continue to reside in the United States, unless she makes formal renunciation thereof before a court having jurisdiction to naturalize aliens, or if she resides abroad she may retain her

citizenship by registering as such before a United States consul within one year after the termination of such marital relation.

Section 5. That a child born, without the United States of alien parents shall be deemed a citizen of the United States by virtue of the naturalization of or resumption of American citizenship by the parent: Provided, That such naturalization or resumption takes place during the minority of such child: And provided further, That the citizenship of such minor child shall begin at the time such minor child begins to reside permanently in the United States.

Section 6. That all children born outside the limits of the United States who are citizens thereof in accordance with the provisions of section nineteen hundred and ninety-three of the Revised Statutes of the United States and who continue to reside outside the United States shall, in order to receive the protection of this Government, be required upon reaching the age of eighteen years to record at an American consulate their intention to become residents and remain citizens of the United States and shall be further required to take the oath of allegiance to the United States upon attaining their majority.

Section 7. That duplicates of any evidence, registration, or other acts required by this act shall be filed with the Department of State for record. (34 Stat. L., pt. 1, p. 1228.)

PORTO RICAN CITIZENSHIP

(Act of April 12, 1900.)

Section 7. That all inhabitants continuing to reside therein who were Spanish subjects on the eleventh day of April, eighteen hundred and ninety-nine, and then resided in Porto Rico, and their children born subsequent thereto, shall be deemed and held to be citizens of Porto Rico, and as such entitled to the protection of the United States, except such as shall have elected to preserve their allegiance to the Crown of Spain on or before the eleventh day of April, nineteen hundred, in accordance with the provisions of the treaty of peace between the United States and Spain entered into on the eleventh day April, eighteen hundred and ninety-nine; * * * (31 Stat. L., 79.)

PORTO RICO; CITIZENSHIP, NATURALIZATION, AND RESIDENCE

(Act of March 2, 1917.)

Section 5. That all citizens of Porto Rico, as defined by section seven of the act of April twelfth, nineteen hundred, "temporarily to provide revenues and a civil government for Porto Rico,

and for other purposes," and all natives of Porto Rico who were temporarily absent from that island on April eleventh, eighteen hundred and ninety-nine, and have since returned and are permanently residing in that island, and are not citizens of any foreign country, are hereby declared, and shall be deemed and held to be, citizens of the United States: Provided, That any person hereinbefore described may retain his present political status by making a declaration, under oath, of his decision to do so within six months of the taking effect of this act before the district court in the district in which he resides, the declaration to be in form as follows:

"I, ————————, being duly sworn, hereby declare my intention not to become a citizen of the United States as provided in the act of Congress conferring United States citizenship upon citizens of Porto Rico and certain natives permanently residing in said island."

In the case of any such person who may be absent from the island during said six months the term of this proviso may be availed of by transmitting a declaration, under oath, in the form herein provided within six months of the taking effect of this act to the executive secretary of Porto Rico; And provided further, That any person who is born in Porto Rico of an alien parent and is permanently residing in that island may, if of full age, within six months of the taking effect of this act, or if a minor, upon reaching his majority or within one year thereafter, make a sworn declaration of allegiance to the United States before the United States District Court for Porto Rico, setting forth therein all the facts connected with his or her birth and residence in Porto Rico and accompanying due proof thereof, and from and after the making of such declaration shall be considered to be a citizen of the United States.

Section 41. That Porto Rico shall constitute a judicial district to be called "the district of Porto Rico." * * * The district court for said district shall be called "the District Court of the United States for Porto Rico," * * * said district court shall have jurisdiction for the naturalization of aliens and Porto Ricans, and for this purpose residence in Porto Rico shall be counted in the same manner as residence elsewhere in the United States. * * * (39 Stat. L. 965.)

GRANTING CITIZENSHIP TO CERTAIN INDIANS

(Received by the President, Oct. 25, 1919; has become a law without his approval.)

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled:

That every American Indian who served in the Military or Naval establishments of the United States during the war against the Imperial German Government, and who has received or who shall hereafter receive an honorable discharge, if not now a citizen and if he so desires, shall, on proof of such discharge and after proper identification before a court of competent jurisdiction, and without other examination except as prescribed by said court, be granted full citizenship with all the privileges pertaining thereto, without in any manner impairing or otherwise affecting the property rights, individual or tribal, of any such Indian or his interest in tribal or other Indian property. (Public Laws, No. 75, 66th Cong.)

The undersigned, being all of the members of the Committee appointed pursuant to the concurrent resolution of the Senate and Assembly of the State of New York, authorizing an investigation of seditious activities in said State, do hereby certify that the foregoing report is the unanimous finding of the said Committee.

(Signed) CLAYTON R. LUSK, *Chairman.*
LOUIS M. MARTIN. *Vice-Chairman.*
JOHN J. BOYLAN,
DANIEL J. CARROLL,
JOHN B. MULLAN,
FREDERICK S. BURR,
EDMUND B. JENKS,
PETER P. MCELLIGOTT,
WILLIAM W. PELLET.

April 24, 1920.

ADDENDUM

PART TWO

CONSTRUCTIVE MEASURES

SECTION I

PROTECTIVE GOVERNMENTAL MEASURES

Note on Chapter I. Trade Relations With, and Recognition of Soviet Russia..... 4215

NOTE ON CHAPTER I

Trade Relations With, and Recognition of Soviet Russia

Since the filing of this report, much pressure has been brought to bear upon our Government to open trade relations with Soviet Russia, having as the objective ultimate recognition of the Soviet Regime. The same forces which have been at work previously are still engaged in bringing pressure to bear upon our public officials, but additional impetus has been given to their activity through the apparent willingness of Great Britain to enter into negotiations with Krassin and the Soviet Regime, looking toward unrestricted trade relations with ultimate recognition.

It may be well to note in passing that certain considerations which do not affect the United States have influenced materially the policy of Lloyd George. It is apparent that he has recognized the power exerted by Soviet Russia in Asia through the spread of Communist propaganda in Persia, Afghanistan, and India. There is also increasing pressure on the part of British labor, which seems to have fallen under the spell of Communist philosophy. The third influence comes from certain groups of business interests who think they see in the vast resources of the old Russian Empire an opportunity for financial gain.

France, on the other hand, has remained firm in her position to refrain from trading with or recognizing in any way the Russian Soviet Regime. (At the close of this note will be found the text of a communication from Premier Millerand, the French Charge d'Affaires in Washington, Document I, which outlines the French attitude on this question, and which was elicited by the statement of the American position by Mr. Colby in his note to the Italian Ambassador on August 10, 1920. The text of the Colby note will be found in the Addendum to Part 1 of this report, in the note on Chapter III of subsection I of Section II. The text of the draft of the protocol being discussed between the British Government and the Soviet mission in London is given in full at the close of this note, as Document II.

This Committee has not changed its position with respect to its belief that the interests of the United States, as well as those of all Western democracies, require a firm attitude on the part of government officials to refuse recognition to the Soviet Regime, or to extend de facto recognition by means of special trade agreements. The Committee cannot in this note enter into full discussion of the reasons for its conclusion, but desires to point out at least one, which should cause the financial groups now seeking trade agreement to hestitate.

The Russian Soviet Regime has expropriated, without compensation, the private property of its citizens, and now, as an inducement for de facto recognition as well as to secure needed raw materials and supplies, offers to grant certain concessions to foreigners to exploit the natural resources of Russia and to sell some of its industries to foreign capital.

The effect of the acceptance of such a proposal would be to create a condition wherein the citizens of that country would be deprived of all right to private profit, while aliens enjoyed extensive rights of exploitation. Such a proposition could be put forward by the Soviet Regime only as a temporary expedient, on the theory that the propaganda of world revolution, carried on by the Communist International will, within a reasonable time, result in the destruction of property rights in foreign countries. This Committee believes that no government is strong enough to prevent its citizens from making profit while throwing the country open to foreign exploitation. Either that government would fall through the revolt of its own citizens or it would be necessary for it to re-expropriate foreign investment in order to maintain its existence. In either case it is apparent that no sane business interests can afford to jeopardize their capital in so hazardous an enterprise.

It is also apparent that the Soviet Regime, which now has a monopoly of trade, must assume the private obligations of the industries which it has expropriated as well as the public debt to foreign citizens or subjects. It therefore makes no difference whether the gold which the Russian Soviet Regime offers in payment for foreign goods at the present time is gold which was in the former Russian Government's treasury, or whether it is the Roumanian gold which was deposited in Russia for safe keeping, or whether it is the gold which the Soviets have looted from churches, private banks and individuals — in any case, it must be

subject to attachment on arrival in this country by those of our citizens who are creditors either of the Russian Government or of private enterprises in that country.

Recognition would result in the legalizing of the seizures in Russia, and would deprive American citizens of the right to recover that which is justly due them. To grant such recognition at the request of business interests who seek to profit from the loot to the exclusion of those who are justly entitled to compensation, would be an act which no administration could justify.

APPENDIX TO NOTE

Document I. Text of Communication of Premier Millerand of France to the French Chargé d'Affairs in Washington.

Document II. Draft of Trade Agreement Between his Britannic Majesty's Government and the Russia Soviet.

DOCUMENT I

TEXT OF COMMUNICATION OF PREMIER MILLERAND OF FRANCE TO THE FRENCH CHARGE D'AFFAIRS IN WASHINGTON:

The *Temps* publishes in full the note relative to Russia which the Department of State has handed to the Ambassador of Italy and of which you sent me a summary. I have the satisfaction to state that the Government of the Republic (of France) is entirely in accord with the Federal Government (of the United States) upon the principles formulated in this document.

The Government of the republic has upon the present Government of Russia the same judgment as the Federal Government. According to the expressions of the American Secretary of State it is not in power by the wish or consent of any considerable part of the Russian people. Representing a small minority of the nation it holds power by force and by deceit. For the two years and a half during which it has placed upon the country a savage oppression, it has not yet authorized popular elections. On the contrary it has prevented the creation of a popular representative government based on universal suffrage.

These facts have proved that the present regime of Russia is founded upon the negation of all principles of honor and good faith and of all usages and conventions which are the basis of relations between nations and individuals. The responsible chiefs of this regime have often and openly boasted they were ready to sign treaties and accords with foreign powers without having the

least intention of observing them; they pretend that no contract or accord concluded with the non-Bolshevist government binds them morally.

Having proclaimed this doctrine they have applied it. They have declared that by all their means they would provoke in other countries revolutionary movements in order to establish Soviets there. Besides, they admit that they are subject to the control of a political faction having international ramification and they boast that their promises of non-intervention would in no case bind the agents of their organizations.

All the conclusions of the American Secretary of State are truth itself. In consequence the Federal government finds it impossible to recognize the present masters of Russia as a government with which relations common to friendly governments can be maintained. The Government of the republic arrives at identical conclusion. We cannot have official relations with a Government which is resolved to conspire against our institutions, whose diplomats would be instigators of revolts and whose orators proclaim that they will sign contracts with the intention of not fulfilling them.

In perfect union with the Federal government the French government believes in the necessity of an independent Polish State, and the French people, like the American people, desire ardently the maintenance of political independence and the territorial integrity of Poland.

That is why there is accord at Paris and at Washington to encourage all efforts made with the view of getting an armistice between Poland and Russia, but avoiding that the character attributed to the negotiations should have as a consequence recognition of the Bolshevist regime and dismemberment of Russia.

The Federal government, interpreter of the sentiment of the American people, desires to aid the Russian people in the future, for which the United States guards an unshakable faith. The Government of the republic associates itself wholly with this declaration.

The French government has never varied in its wish to sustain the principles so clearly formulated by the Government of the United States. It is in this spirit that it has decided to approve the armistice conditions offered to Poland only if they conform to these principles. It is also in this spirit that it has, after careful examination, recognized a Russian government which accepts the same principles.

I ask you to make known to the Government of the United States in a communication to it the present telegram and the receptions which its declarations have had. The French government is happy to declare one time more the intimate harmony of the sentiments which animate the French and American people when the future of civilization is at stake.

DOCUMENT II

Text of the Draft

Draft Trade Agreement Between His Britannic Majesty's Government and the Russian Soviet Government.

Whereas it is desirable in the interest both of Russia and of the United Kingdom that peaceful trade and commerce should be resumed forthwith between these countries, and whereas for this purpose it is necessary pending the conclusion of a formal treaty between the Governments of these countries, by which their permanent economic and political relations shall be regulated, that a preliminary agreement should be arrived at between the Government of the United Kingdom and the Russian Soviet government.

The aforesaid parties have accordingly entered into the following agreement, without prejudice to the view which either of them may hold as to the legal status of the other, and subject always to the fulfilment of the conditions specified in the British note dated June 30, 1920, and accepted in the telegram from the Russian Soviet government, dated July 7, 1920, with regard to the mutual cessation of hostilities and propaganda directed against the institutions or interests of the other party, and the repatriation of prisoners.

(1) Both parties agree to remove forthwith all obstacles hitherto placed in the way of the resumption of trade between the United Kingdom and Russia in any commodities (other than arms and ammunition) which may be legally exported from or imported into their respective territories to or from any foreign country, and not to exercise any discrimination against such trade as compared with that carried on with any other foreign country.

Nothing in this provision shall be construed as overriding the provisions of an international convention which is binding on either party, by which the trade in any particular article is regulated.

(2) British and Russian merchant ships, their masters, crews, and cargoes shall in ports of Russia and of the United Kingdom respectively, receive in all respects the treatment, privileges, facilities, immunities, and protection which are usually accorded by the established practice of commercial nations to foreign merchant ships, their masters, crews, and cargoes, visiting their ports.

Provided that nothing in this article shall impair the right of either party to take such precautions as are authorized by their respective laws with regard to the admission of aliens into their territory.

(3) Each party may nominate such number of its nationals as may be agreed from time to time as being reasonable necessary to enable proper effect to be given to this agreement, having regard to the conditions under which trade is carried on in its territories, and the other party shall permit such persons to enter its territories, and to reside and carry on trade there, provided that either party may restrict the admittance of any such persons into any specified areas, and may refuse admittance to or sojourn in its territories to any individual who is *persona non grata* to itself, or who does not comply with this agreement, or with the conditions precedent thereto.

Persons admitted in pursuance of this article into the territories of either party shall, while residing therein for purposes of trade, be exempted from all compulsory services whatsoever, whether civil, naval, military, or other, and from any contributions, whether pecuniary or in kind, imposed as an equivalent for personal service, and shall have right of egress.

Persons admitted into Russia under this arrangement shall be permitted freely to import commodities destined solely for their household use or consumption.

(4) Either party may appoint one or more official agents to reside and exercise their functions in the territories of the other, who shall enjoy all the rights and the privileges set forth in the preceding article, and also immunity from arrest, provided that either party may refuse to admit any individual as an official agent who is *persona non grata* to itself, or may require the other party to withdraw him should it find it neccessary to do so on the ground of public interest or security. Such agents shall have access to the authorities of the country in which they reside for the purpose of facilitating the carrying out of this agreement and of protecting the interests of their nationals.

Official agents shall be at liberty to receive and dispatch couriers with sealed bags subject to a limitation of three kilograms per week, which shall be exempt from examination.

The official agents shall be the competent authorities to vise the passports of persons seeking admission, in pursuance of the preceding article, into the territories of the parties.

(5) Each party undertakes to ensure generally that persons admitted into its territories under the last two articles shall enjoy all protection, rights and facilities which are necessary to enable them to carry on trade.

They shall be at liberty to communicate freely by post, telegraph and wireless telegraphy, and to use telegraph codes and ciphers, under the conditions and subject to the regulations laid down in International Telegraph Convention of St. Petersburg 1875 (Lisbon Revision of 1908).

Each party undertakes to account for and to pay all balances due to the other in respect of terminal and transit telegrams in accordance with the provisions of the said International Telegraph Convention and Regulations.

(6) Passports, documents of identity, powers of attorney and similar documents, issued or certified by the competent authorities in either country for the purpose of enabling trade to be carried on in the pursuance of this agreement, shall be treated in the other country as if they were issued or certified by the authorities of a recognized foreign government.

(7) The preceding articles shall continue in force until the expiration of six months from the date on which either party shall have given notice to the other of its intention to terminate them. The parties mutually undertake even in the event of such notice having expired, to continue to afford all the necessary facilities for the completion or winding up of any transactions entered into in pursuance of such articles.

(8) The Russian Soviet government hereby declares that it recognizes its liability to pay compensation to British subjects in respect of goods supplied or services rendered to it or to the former Government of Russia, or to Russian citizens, for which payment has not been made owing to the Russian revolution. The detailed mode of discharging this liability, together with all other questions with regard to the liability of each of the parties towards the other party or its nationals, shall be regulated by the treaty referred to in the preamble.

The British Government makes a corresponding declaration.

(9) In consideration of the declaration in the preceding article the British Government hereby declare that they will not take or encourage any steps with a view to attach or to take possession of any gold, securities, or commodities (not being articles identifiable as the property of the British or of any Allied Government) which may be exported by Russia in payment for imports or as security for such payment, on the ground of any claim against Russian citizens, or against the Russian Soviet government, or against the former governments of Russia.

(10) The Russian Soviet government undertakes to make no claim to dispose in any way of the funds of the late Russian government in London. The British Government gives a corresponding undertaking as regards British Government funds in Petrograd. This article is not to prejudice the inclusion in the formal treaty referred to in the preamble of any provision dealing with the subject matter of this article.

SECTION II

ORGANIZED LABOR AND CAPITAL AND INDUSTRIAL RELATIONS

Note on Chapter V. International Relations of American Organized Labor..... 4225
XIII. The Kansas Court of Industrial Relations..... 4241

NOTE ON CHAPTER V

International Relations of American Organized Labor

The appeal of the Trade Union Internationale of Amsterdam for revoluntary measures in aid of Soviet Russia, which was addressed to the American Federation of Labor on September 8, 1920, is an extraordinary commentary upon the progress made by radical agitation in European labor bodies. The answer of the American Federation of Labor and the comments upon this appeal made by Samuel Gompers and Matthew Woll is in striking contrast and clearly demonstrates that the American trade union movement under the leadership of the American Federation of Labor is basically American in its ideals and purposes. The statement follows:

THE EUROPEAN BRAINSTORM

By Samuel Gompers and Matthew Woll

At the present moment continued international co-operation with European labor has become extremely difficult, if not impossible. For two years the American Federation of Labor has given a considerable part of its time, energies and financial resources in the endeavor to build up a new international trade union organization to replace the union destroyed by the war. A portion of the report of the Executive Council to the Montreal Convention of the American Federation of Labor was given over to international relations. The convention endorsed the action of the Executive Council and the Amsterdam delegation, referring to the Executive Council the question of affiliation to the new International Federation of Trade Unions.

The Montreal Convention was by no means satisfied with either the constitution and principles of the new international as laid down at Amsterdam or with the later actions of the executive body. The chief objection to the new constitution was that it completely abrogates the fundamental principle of the former labor union international, namely, complete autonomy for each national federation. It was also objected that a system of dues

had been decided upon which would constitute a very heavy drain upon the resources of the American Federation of Labor, compelling it to pay a large part of the expenses of the proposed new international organization.

The main criticism of the new international executive at Amsterdam was that it had issued a statement of purely socialist character, even including the phrase, "Down With Reaction, Up with Socialism," and calling for a first of May celebration which amounted to a one-day strike for socialism.

Since the Montreal Convention matters have taken a turn for the worse. The Amsterdam executive has issued throughout the world, and sent to the American Federation of Labor for circulation in this country, a declaration calling for international revolutionary measures by Labor in aid of the Soviets in their war against Poland. The chairman of the British labor party, claiming to speak for the British trade union labor movement, has sent a cablegram along similar lines and apparently calling for similar action. The contents of these messages are thoroughly revolutionary and obviously animated with a desire to use the most extreme measures for strengthing the hold of Soviet power in Russia and enabling it to extend its influence and to dominate neighboring countries.

These actions are all the more amazing as British labor, until recently, was on record as against any such revolutionary methods, and that instead it demanded neutrality to Soviet Russia. At the meeting of the International Federation of Trade Unions Congress held at Amsterdam last year a resolution was introduced by two small Bolshevist delegations calling for the use of identical revolutionary methods and for a nearly identical revolutionary object. Everyone in attendance, other than the men mentioned, regarded the proposal as absurd and when it was put to a vote, only the proposer and seconder supported it. It was hopelessly defeated. The following is the resolution which was rejected at Amsterdam in August, 1919:

> The International Congress, responding to the appeal of the labor classes of the Soviet countries to support their struggle by means of demonstrations and strikes with a view to force the imperialist governments to raise their blockade and stop their military intervention, expresses its satisfaction on the joint efforts undertaken by the proletarian class

of several countries on the 21st of July, resolves to promote and undertake a renewed joint international action for that purpose.

Before we show how complete has been the reversal of this position it must be clearly stated that the present wild actions of the extremists who seem to have gained control over European labor are at best to be regarded only as temporary. The fundamentally sane and democratic character of organized labor in Great Britain is not to be questioned, and powerful elements equally sane are to be found in every country on the continent. Though the continental moderates as a rule attach to revolutionary theories of one kind or another they have usually been found reasonable in action.

The brainstorms which seem to have given the extremists temporary control must be regarded as a result, first, of the critical conditions now prevailing in Europe; and, second, of the enormous propaganda subsidized by the Soviet government with money wrung from its bleeding and starving slaves in Russia.

Appeal of the Trade Union International for Revolutionary Measures in Aid of the Soviets

On September 8 the Amsterdam bureau of the International Federation of Trade Unions communicated the following manifesto to the American Federation of Labor, with the request that "the manifesto be as widely circulated as possible amongst the workers of your country"! On account of its unique character we produce this manifesto in its entirety. The italics are ours:

> In consequence of the extreme gravity of the political situation the International Federation of Trade Unions appeals to the organized workers throughout the world to pledge themselves to inflexible opposition to all war.
>
> The organized workers of the world must from now onwards be prepared to act in accordance with the decisions arrived at by the international conferences at Berne and Amsterdam and to utilize every available resource in the struggle against all wars.
>
> The war must not be continued.
>
> The International Federation of Trade Unions, mindful of the right of the peoples to govern themselves, condemns foreign intervention with the internal affairs of other nations.

It also condemns military assistance given to all reactionary enterprises.

Against this intervention and assistance the International Federation of Trade Unions calls upon all workers to demonstrate and to act.

Applying these principles, and in view of the aggressive action of Poland against the Russian revolution, the International Federation of Trade Unions demands that all militarist attacks shall cease immediately, and that guarantees shall be forthcoming against any new aggression.

In view of the declaration of the Russian government which has solemnly expressed the wish to conclude a peace based upon the independence and self-determination of Poland, the International Federation of Trade Unions declares that upon this basis fratricidal warfare must cease.

This universal peace must be immediately established with due regard to revolutionary achievement and the independence of the peoples.

In order to attain this working class and profoundly human aspiration, the International Federation of Trade Unions calls upon all trade unionists to refuse to co-operate with the accomplices of imperialist capitalism, and to definitely refuse to transport troops or to manufacture munitions.

The deliberate action of the workers must break all attempts to re-establish a reactionary Holy Alliance. *Not a train carrying munitions must be worked; not a ship laden with war materials must be allowed to leave harbor; not a single soldier must be transported.*

War must not be further supported.

The International Federation of Trade Unions declares that the proletariat of all countries can and must act in this manner to protect the workers' efforts in the direction of liberty and social progress, and firm in the conviction that war can only cease by the will of the workers, the international Federation of Trade Unions calls upon all National Trade Union Centers to prepare if necessary for *mass action by means of a general strike.*

The production of war materials must cease in all countries, and in order that disarmament may become an accomplished fact, the International Federation of Trade

unions demands that action be taken in all coutries to put an end to the manufacture of arms. This will assist the liberation of the people from militarism, and industrial production will proportionally expand.

Comrades! In the year 1914 our organization was much too weak to set itself against war. Today it is a power of *twenty-seven millions members.* Above all it is imbued with a pronounced anti-capitalist and anti-militarist spirit. *Today it must of its own accord and within its own ranks, find the power to preserve the world from terror and annihilation.*

War against war! That cry unites all workers! The refusal to work transport for the purpose of war is today an expression of International Working Class Solidarity.

Comrades! The International Federation of Trade Unions places its reliance on you.

On behalf of the International Federation of Trade Unions:

W. A. Appelton,
President.
L. Jouhaux,
First Vice-President.
C. Mertens,
Second Vice-President.
Edo Fimmen,
J. Oudegeest,
Secretaries.

Along very similar lines was a cablegram received from Adamson, the chairman of the British Labor party, on August 15, informing America of similar revolutionary measures proposed by the new " Council of Action " of Great Britain. This message, which apparently suggests similar American action, is as follows:

(Copy.)

Western Union Cablegram

London 196 First 52.

Gompers,

American Federation of Labour, Washington.

Greatest most united conference British trade union labour movement. Meeting London today. Hailed with satisfaction Russian government's declaration in favour complete Polish independence and realizing gravity international

situation pledged itself resist every military naval intervention against Soviet government. Instructed Council of Action continue until first absolute guarantee armed forces Great Britain should not be used support Poland, Wrangel or any other military naval effort against Soviet government. Secondary withdrawal all British naval forces operating directly or indirectly as blockading influence against Russia. Thirdly, recognition Soviet government, establishment unrestricted trading commercial relationships Great Britain, Russia. Conference refused association any alliance between Britain and France or any other country committing us any support (to) Wrangel, Poland or supply munitions, war material, for any attack upon Russia. Conference authorized council to *call any and every form withdrawal Labour when circumstances may require* given effect policy and called upon every trade union official Executive Committee, Local Council and membership generally. Act swiftly, loyally, *courageously,* sweep away secret diplomacy, assure foreign policy Great Britain accord with desires peoples for end to war and interminable threats of war.

Adamson, *Chairman Labour Party.*
130 A Aug 15.

If the chairman of the British labor party or Secretary Oudegeest seriously desired to know the position of the American labor movement as to any proposed international revolutionary action directed against all governments — entirely disregarding their democratic character — they could have referred to the proceeding of the Montreal Convention and to the entire record of the American Federation of Labor. It may be doubted if either Oudegeest or Adamson expected any answer, or if a proper answer could be devised that would adequately deal briefly with the immense issues they have raised.

The American Federation of Labor is not a revolutionary body and has never had any affiliation with any revolutionary body which would require it to give serious consideration to revolutionary proposals of any kind. While recognizing the need of revolution against autocratic governments, organized labor in this country regards the American government as being essentially democratic. On the whole and in the last resort the people rule in this country. While our political system is not perfect from

the democratic point of view and while organized labor has devoted itself to bringing about the extension of democracy into the sphere of industry, it has never considered or compromised with any revolutionary movement to upset our institutions by violence.

The appeals of the International Federation of Trade Unions and of the "Council of Action" are appeals to revolutionary violence. The International Federation of Trade Unions declares very clearly that, "it must of its own accord and within its own ranks find the power to preserve the world from terror and anarchy." The world is not threatened with terror and anarchy unless it be from the Soviets for the aid of which these manifestoes are issued. If the world is to be preserved from this or any other danger, it must be by the action of democratic governments chosen by the people.

One year ago the International Federation of Trade Unions endorsed the League of Nations and proposed to reshape it to correspond to the aspirations of Labor. To day it takes a position of anarchistic hostility to all governments without discrimination.

The British labor party also turns it back on the democratic parliamentary system which England has evolved by seven centuries of struggle, and can find no way to ensure that the foreign policy of Great Britain "accords with the desires of the people."

The American Federation of Labor is diametrically opposed both to the methods advocated by the Oudegeest manifesto and to its subjects. The Montreal Convention reaffirmed the objection of American Labor to all forms of revolutionary violence and to reaction which might be interpreted as assistance to the Soviets.

American Labor is in accord with this precious document only in its readiness to use all practicable means against war and against interference with the internal affairs of other nations. But the date and occasion of the Amsterdam appeal are significant. It was issued, not against war in general, but specifically to stop the importation of arms into Poland at a moment when Soviet armies were at the gates of Warsaw! At a time like this the document has the audacity to speak of "the aggressive action of Poland against the Russian revolution." The organized labor movement of this country does not regard the bolshevists as being "the Russian revolution." It is fully aware of the existence of millions of Russian mensheviki, socialist revolutionaries and trade

unionists who object to Soviet tyranny. Polish imperialism is repudiated by labor in his country along with all other imperialisms, and it may have been the chief factor in the Polish offensive. But we also recall that the Soviets have never ceased to threaten to set up Soviet governments with military aid as well as by subsidized revolutionary movements in neighboring countries. Though their diplomatists claim the contrary the statements of their press, their congresses and their leaders on every occasion demonstrate this to be a fact. It is therefore possible that the Polish offensive was undertaken as the only means of warding off an attack which was being organized by the Soviets. Under these circumstances the most important point is that "guarantees" should be exacted from the Soviets as well as from the Poles.

Oudegeest and Adamson calmly suggest that faith should be placed in the declarations and promises of the "Russian government." The American Federation of Labor does not regard the Soviets as the Russian government and places no reliance whatever upon their statements and promises. The A. F. of L. action taken in Montreal was based in part upon the telegram of our Secretary of State to the President of the American Federation of Labor in which he declared:

> The existing regime in Russia does not represent the will or consent of any considerable proportion of the Russian people. It repudiates every principle of harmonious and trustful relations, whether of nations or of individuals, and is based upon the negation of honor and good faith and every usage and convention underlying the structure of international law.

No despotism in history has ever had such an unbroken record of broken faith. Let us take only two or three most recent examples. It is of the utmost importance to the Soviet oligarchy to reestablish trade relations. The British government has made every concession to achieve the same object. Yet even in the midst of these negotiations and before the eyes of the entire world the Soviets have almost daily broken faith. After the promises to cease propaganda in England came the subsidy of $375,000 offered to the *London Daily Herald*. As the *London Herald* is the only daily labor newspaper in Great Britain and is the leading labor organ, the offer is of the first moment. Lansbury, the near-bolshevist editor, brazenly proposed that the subsidy should be accepted as a symbol of "international solidarity." He wished the public to for-

get that in giving these subsidies the Soviets claimed, and expected to gain control of, the publications. Every recent announcement of Lenine and of the Communist Internationale has shown that they demand absolute dictatorial powers wherever their authority extends. While claiming to be willing to adjust their tactics according to conditions of each nation, the adjustment is to take place in Moscow.

About the same time as the *London Herald* disclosure, came the Soviet breach of faith in the armstice negotiations with Poland. After having promised to limit their exorbitant demands for the disarmament of Poland confronted by a Soviet Russia armed to the teeth, the bolshevists at the last moment added new clauses demanding workmen's militia for Poland by which they hope to sovietize that country.

The daily comparisons of the statements of bolshevist diplomatists for foreign consumption with the official pronouncements of the bolshevist government in Russia, the speeches and articles of Lenine and the decisions of that branch of the Soviet government which is known as the Third Internationale, demonstrate the utter falsehood of their untire stand.

The means of action proposed are equally preposterous. "Mass action by means of a general strike" is repudiated even by a large part of the extremists in this country when it is advocated both by the International Federation of Trade Unions and by the labor party conference.

The American Federation of Labor has always declared for and stood by the demand against large standing armies, for the limitation of munitions of war and for a reduction in naval establishments. These provisions are incorporated in the Versailles Treaty and the League of Nations, but if the production of war materials were to cease entirely all small nations would be utterly helpless and at the mercy of their larger neighbors. America could arm within a year or so even if she had no armament at hand. Smaller countries, like Belgium, would be utterly powerless while Poland and Georgia would fall into the hands of Soviet Russia without any means of resistance. But there can not be the slighest question that the defeat of Poland by the Soviets was the concise and immediate obejct, both of the British "Council of Action" and the International Federation of Trade Unions.

The International Federation of Trade Unions went even further than that in the copy of the manifesto which reached

the Washington office of the American Federation of Labor. In all the telegrams as well as in the copy received by mail as printed in Amsterdam, reference was made to the holding back of food supplies. The very organization which has been crying out against the supposed starvation of Soviet Russia by the entente blockade apparently proposed the blockading of and starving of Poland, as well as its disarmament while Soviet armies were on its soil!

But this contradiction need give no surprise. The International Federation of Trade Unions called for the blockade of Hungary and after executing it inflicted suffering on the entire population. Even worse, the manifesto calling for this blockade contained a protest against the blockade of Soviet Russia.

International Bolshevism

There can be little doubt that the whole movement was largely devised at Moscow and originated at the conference of the Third or Communist Internationale a few weeks previously. Lenine had called for precisely this line of action on the part of the labor organizations of Western Europe. He boasted that Sovietism would be maintained in Russia and would spread throughout Europe, not because of its own internal strength, but because it could rely on the cooperation of European Labor.

Indeed, with the widespread and practical help that was extended by European Labor to the Soviet armies invading Poland, and with the growing sympathy of European labor for the Bolshevists, the demands of Lenine for absolute dictatorship over the European movement has become steadily more insistent. In other words, the aggresive and violent character of the bolshevist regime and international propaganda is now due primarily, not to the certainty of their hold upon the Russian government or upon the victories of the Red Armies, but upon the support of European labor.

There have been indications that the Italian uprising and the radical stand taken by Smillie in England were planned to take place at the same time as the expected fall of Warsaw and to mark the beginning of a general bolshevist or near-bolshevist upheaval throughout all Europe. Even now, letters of Smillie's are published in the Polish press calling for a pro-soviet attitude on the part of Polish labor — in spite of the fact that Poland has now perhaps the most democratic government of Europe with the leader of the peasant party as its premier and the well-known Socialist Daszinski as its Vice-President.

Recognition of the Soviets

The British "Council of Action," as quoted in the telegram of Adamson, not only calls for the recognition of Soviet Russia but is empowered to bring about a revolutinary general strike for this purpose. The American Federation of Labor is utterly and wholly opposed, not only to such revolutionary measures but to anything that approaches any form of assistance to Soviets. The Montreal Convention resolved:

> That the American Federation of Labor is not justified in taking any action which could be construed as an assistance to or approval of the Soviet government of Russia, as long as that government is based upon authority which has not been vested in it by a popular representative national assemblage of the Russian people; or so long as it endeavors to create revolutions in the well-established civilized nations of the world; or so long as it advocates and applies the militarization of Labor and prevents the organizing and functioning of trade unions and the maintenance of a free press and free public assemblage.

Every statement made in this declaration was amply borne out by the declarations of members of the official British labor delegation which recently visited Russia. Bertrand Russell declared that the Soviets represented only a very small minority of the Russian people and that the dictatorship was tyranny in the worst sense of the term. Mrs. Philips Snowden stated that the Soviets were not socialist, democratic or christian. Tom Shaw and Ben Turner made similar statements. Yet, in its official report, the delegation has the audacity to state that the Soviets "had rallied to their support practically the whole of the Russian nation," and the "Council of Action" was created to aid in delivering Poland to the tender mercy of the Soviets.

The independent socialist party of Germany also sent a delegation recently to Russia, some of the members of which, though extremely sympathetic with the Soviets, asserted that bureaucracy and militarism were worse than under the Czar. As a result, the leaders of the independent party, including not only the more moderate, like Kautsky and Hilferding, but also Crispien, Dittmann, Louise Zeitz and Ledebour, have all come out strongly against affiliation with the Third Internationale.

Even the Italian bolshevist-socialists who recently visited Soviet Russia, came back with adverse reports. Dugoni reported that Lewis' experiment was a complete failure. His statements were endorsed by Serrati, the editor of *Avanti* and the leader of the party. Darragona, the leading figure in the Italian labor unions, together with Vacisra reported that the present Russian regime is not based on the desires of the entire people but on the dictatorship of one party, the bolshevist party, which smacks of tyranny. Finally, the French syndicalists who have long resisted the importation of sovietism into France have strongly attacked the bolshevists. Jouhaux has recently declared that the Soviets have practically made a declaration of war against organized labor of France, while Meerheim head of the metal workers, and Bartuel, secretary of the miners, have written that bolshevism is a military and reactionary doctrine which gives even worse results than those of capitalism.

Yet, in spite of such declarations, the organizations represented by these European leaders continue to advocate most revolutionary measures, not in order to put an end to war but in order to aid the Soviets' Internationale. The Confédération Générale du Travail (French Federation of Labor) has appealed to the French workers to "refuse to manufacture or to transfer any troops or munitions intended for the continuation of murder among the peoples." But it must be noted that the agitation for these measures has come entirely from the friends and supporters of the Soviets.

Manifesto of the Polish Socialist Party

In reply to the pro-Soviet manifestoes above quoted, we may give a few extracts from the appeal of the Polish socialist party, in which they state:

> The special character of the situation does not arise from the fact that Russian troops are marching upon Warsaw, but because the present invasion is the work of an army under the command of an alleged Socialist government, and moreover that this invasion enjoys the sympathy or, at best, is met by indifference of the socialists of the west.
>
> Comrades, we demand one thing only. We demand that just as you protested for months against Poland's war on Russia, you should now come forward with an equally warm protest against the aggressive war conducted by Russia. . .

The manifesto declares that peace is necessary for the "reconstruction of exhausted Europe," recognizes the "stupid and highly damaging policy" of the entente governments towards Russia, and admits that:

> The policy of successive Polish governments, which acted in concert with the entente, had the effect of wasting opportunities of concluding peace with Russia. . . But the socialists of the west, regarding Soviet Russia as the victim of western imperialism, under-estimated the quiet specific Soviet imperialism. . . The Red Army is not only the instrument of the defense of the Russian revolution, but also the instrument which was to crush and break the independence of non-Russian nations. From the very first moment of the existence of the Soviet regime, we have been able to mark how this Red Army marched for the conquest of lands and nations, how every opportunity was seized upon to invade the Ukraine today, and tomorrow to descend on Esthonia, Lithuania, Azarbeijan or Persia. All these tiger-leaps of the Red Army were explained in a particular way. They were presented to public opinion as lofty 'revolutionary, liberating actions.' But he who honestly and sincerely adopts the principle of the self-determination of peoples (and the bolsheviks cover all their aggressive assaults with this principle) will never agree that a military conquest of a country, and a dictatorial imposition of the Moscow Soviets backed by machine-guns, have anything in common with the self-determination of peoples, with independence, let alone with Socialism. . .

World Dictator Lenine

Encouraged by the fanatic support of Labor in western Europe, Lenine's diplomatists, army chiefs, and propagandists, have become more and more aggressive. This aggression takes its most startling form in the twenty-one conditions of admission of the Communist Internationale which have been sent to all of the leading labor organizations of France, Germany, England and other countries which are considering affiliation. When these conditions are read, it might be supposed that Labor nowhere can be so abject as to accept them. But the French socialists have practically decided upon acceptance and the conditions are favorably regarded by powerful sections led by Daumig in Germany.

Lansbury in England and a number of leaders of the Italian party. We shall quote only the most important:

> As the class war in nearly all the countries of Europe and America is entering on the period of civil war, the communist must not conform with the legal methods of the middle classes but must create everywhere clandestine organizations ready to fulfill revolutionary duties when the decisive moment arrives.
>
> There must be systematic and persevering propaganda among troops.
>
> Workers must be converted to communism by the penetration of communists into their unions and social organizations.
>
> Other internationals like that of Amsterdam must be fought with tenacity and energy.
>
> Radical parliamentarians must be purged of any doubtful elements.
>
> Socialist must give up their present party names and adopt the title of the communist party.
>
> Communists must yield to any decision taken by the Moscow Executive.

As applied to France, for example, Lenine demands that the socialists work to throw out Jouhaux, Desmoulins, Bartuel, Merrheim, Chauvin, Bidegarry and all the radical leaders of the Confédéracion Générale du Travail as not being revolutionary enough, from the Soviet standpoint.

In spite of an ultimatum of this character, these conditions are wholly accepted by powerful factions, such as that led by Cachin in France, while the political and economic organizations of Labor as a whole — including the moderates — still continue to be friendly to the Soviets — not only to be friendly to the Soviets but to be ready to adopt the most extreme measures to support them.

Shall American Labor Affiliate?

In a letter dated August 25, and received in the Washington headquarters of the A. F. of L. on September 8, Oudegeest asks if American Labor is affiliated with the International Federation of Trade Unions. In a communication sent two weeks earlier he

wishes to know if American Labor will be present at the International Trades Union Conference to be held in November. The agenda for this conference covers four points only:

The international control of raw materials; the socialization of international transportation; the control of international exchange; the protection of the trade union movement from oppression.

The agenda specifically states that no internal questions are to be considered. In the second letter of Oudegeest was enclosed the manifesto above quoted.

The President of the American Federation of Labor in answer to the first communication stated it to be his opinion that the A. F. of L. would not be likely to send a delegation if the meeting were closed to a general discussion of all internal and external questions affecting the International Federation of Trade Unions.

We are living in the Republic of the United States of America — a country by no means perfect (on the contrary, it has many defects), in which all too frequently injustice is done. But it is a Republic based upon the principles of freedom, justice, and universal suffrage. Our men and our women are not likely to throw these rights and principles into the scrap-heap for the dictatorship of Moscow's Lenine and Trotsky. The harangues of the Soviets in Russia, the appeals of Oudegeest and the demand of Adamson will fall on deaf ears of the American organized labor movement. Mr. Adamson in his cablegram has urged us to "act swiftly, loyally, courageously." These have been the attributes of the men and women in the labor movement of America, but in addition to being courageous and loyal, we also have the characteristics of intelligence and understanding, and we have no intention of bidding farewell to our reason and good judgment.

For a number of years the American Federation of Labor was affiliated with the old International Federation of Trade Unions. It has always aimed to help in establishing a bona fide league of the toiling masses of all the countries of the world. It is a source of regret that conditions have been so shaped by those who are now controlling the policies and course of the new International Federation of Trade Unions that the A. F. of L. feels constrained to refrain from joining a movement where the independence and autonomy of each national trade union center is

not only denied but wherein it is subjected to absolute domination for purposes wholly foreign to the objects for which the International Federation of Trade Unions should be formed.

The American labor movement is primarily concerned in achieving improved conditions in the standards of life and work, in securing freedom, justice, self-expression, and democracy by evolutionary processes rather than by violent revolution which promises all and accomplishes nothing.

NOTE ON CHAPTER XIII

The Kansas Court of Industrial Relations

One of the most interesting experiments in settling disputes between employers and employees, which has come to the attention of this Committee, is now being made in Kansas. We therefore deem it of service to include the text of the statute creating a court of industrial relations in that state. The full text follows:

THE KANSAS COURT OF INDUSTRIAL RELATIONS

(Substitute for Senate Bill No. 1)

AN ACT creating the Court of Industrial Relations, defining its powers and duties, and relating thereto, abolishing the Public Utilities Commission, repealing all acts and parts of acts in conflict therewith, and providing penalties for the violation of this act.

Be it enacted by the Legislature of the State of Kansas:

Section 1. There is hereby created a tribunal to be known as the Court of Industrial Relations, which shall be composed of three judges who shall be appointed by the governor, by and with the advice and consent of the Senate. Of such three judges first appointed, one shall be appointed for a term of one year, one for a term of two years, and one for a term of three years, said terms to begin simultaneously upon qualification of the persons appointed therefor. Upon the expiration of the term of the three judges first appointed as aforesaid, each succeeding judge shall be appointed and shall hold his office for a term of three years and until his successor shall have been qualified. In case of a vacancy in the office of judge of said Court of Industrial Relations the governor shall appoint his successor to fill the vacancy for the unexpired term. The salary of each of said judges shall be five thousand dollars per year, payable monthly. Of the judges first to be appointed, the one appointed for the three-year term shall be the presiding judge, and thereafter the judge whose term of service has been the longest shall be the presiding judge: *Provided,*

That in case two or more of said judges shall have served the same length of time, the presiding judge shall be designated by the governor.

§ 2. The jurisdiction conferred by law upon the Public Utilities Commission of the state of Kansas is hereby conferred upon the Court of Industrial Relations, and the said Court of Industrial Relations is hereby given full power, authority and jurisdiction to supervise and control all public utilities and all common carriers as defined in sections 8329 and 8339 of the General Statutes of Kansas for 1915, doing business in the state of Kansas, and is empowered to do all things necessary and convenient for the exercise of such power, authority and jurisdiction. All laws relating to the powers, authority, jurisdiction and duties of the Public Utilities Commission of this state are hereby adopted and all powers, authority, jurisdiction and duties by said laws imposed and conferred upon the Public Utilities Commission of this state relating to common carriers and public utilities are hereby imposed and conferred upon the Court of Industrial Relations created under the provisions of this act; and in addition thereto said Court of Industrial Relations shall have such further power, authority and jurisdiction and shall perform such further duties as are in this act set forth, and said Public Utilities Commission is hereby abolished. That all pending actions brought by or against the said Public Utilities Commission of this state shall not be affected, but the same may be prosecuted or defended by and in the name of the Court of Industrial Relations. Any investigation, examination, or proceedings had or undertaken, commenced or instituted by or pending before said Public Utilities Commission at the time of the taking effect of this act are transferred to and shall be continued and heard by the said Court of Industrial Relations hereby created under the same terms and conditions and with like effect as though said Public Utilities Commission had not been abolished.

§ 3. (*a*) The operation of the following named and indicated employments, industries, public utilities and common carriers is hereby determined and declared to be affected with a public interest and therefore subject to supervision by the state as herein provided for the purpose of preserving the public peace, protecting the public health, preventing industrial strife, disorder and waste, and securing regular and orderly conduct of the businesses directly affecting the living conditions of the people of this

state and in the promotion of the general welfare, to wit: (1) The manufacture or preparation of food products whereby, in any stage of the process, substances are being converted, either partially or wholly, from their natural state to a condition to be used as food for human beings; (2) the manufacture of clothing and all manner of wearing apparel in common use by the people of this state whereby, in any stage of the process, natural products are being converted, either partially or wholly, from their natural state to a condition to be used as such clothing and wearing apparel; (3) the mining or production of any substance or material in common use as fuel either for domestic, manufacturing, or transportation purposes; (4) the transportation of all food products and articles or substances entering into wearing apparel, or fuel, as aforesaid, from the place where produced to the place of manufacture or consumption; (5) all public utilities as defined by section 8329, and all common carriers as defined by section 8330 of the General Statutes of Kansas of 1915.

(*b*) Any person, firm or corporation engaged in any such industry or employment, or in the operation of such public utility or common carrier, within the state of Kansas, either in the capacity of owner, officer, or worker, shall be subject to the provisions of this act, except as limited by the provisions of this act.

§ 4. Said Court of Industrial Relations shall have its office at the capital of said state in the city of Topeka, and shall keep a record of all its proceedings which shall be a public record and subject to inspection the same as other public records of this state. Said court, in addition to the powers and jurisdiction heretofore conferred upon, and exercised by, the Public Utilities Commission, is hereby given full power, authority and jurisdiction to supervise, direct and control the operation of the industries, employments, public utilities, and common carriers in all matters herein specified and in the manner provided herein, and to do all things needful for the proper and expeditious enforcement of all the provisions of this act.

§ 5. Said Court of Industrial Relations is hereby granted full power to adopt all reasonable and proper rules and regulations to govern its proceedings, the service of process, to administer oaths, and to regulate the mode and manner of all its investigations, inspections and hearings: *Provided, however,* That in the taking of testimony the rules of evidence, as recognized by the supreme court of the state of Kansas in original proceedings therein, shall

be observed by said Court of Industrial Relations; and testimony so taken shall in all cases be transcribed by the reporter for said Court of Industrial Relations in duplicate, one copy of said testimony to be filed among the permanent records of said court, and the other to be submitted to said supreme court in case the matter shall be taken to said supreme court under the provisions of this act.

§ 6. It is hereby declared and determined to be necessary for the public peace, health and general welfare of the people of the state that the industries, employments, public utilities and common carriers herein specified shall be operated with reasonable continuity and efficiency in order that the people of this state may live in peace and security, and be supplied with the necessaries of life. No person, firm, corporation, or association of persons shall in any manner or to any extent, willfully hinder, delay, limit or suspend such continuous and efficient operation for the purpose of evading the purpose and intent of the provisions of this act; nor shall any person, firm, corporation, or association of persons do any act or neglect or refuse to perform any duty herein enjoined with the intent to hinder, delay, limit or suspend such continuous and efficient operation as aforesaid, except under the terms and conditions provided by this act.

§ 7. In case of a controversy arising between employers and workers, or between groups or crafts of workers, engaged in any of said industries, employments, public utilities, or common carriers, if it shall appear to said Court of Industrial Relations that said controversy may endanger the continuity or efficiency of service of any of said industries, employments, public utilities or common carriers, or affect the production or transportation of the necessaries of life affected or produced by said industries or employments, or produce industrial strife, disorder or waste, or endanger the orderly operation of such industries, employments, public utilities or common carriers, and thereby endanger the public peace or threaten the public health, full power, authority and jurisdiction are hereby granted to said Court of Industrial Relations, upon its own initiative, to summon all necessary parties before it and to investigate said controversy, and to make such temporary findings and orders as may be necessary to preserve the public peace and welfare and to preserve and protect the status of the parties, property and public interests involved pending said investigations, and to take evidence and to examine all necessary

records, and to investigate conditions surrounding the workers, and to consider the wages paid to labor and the return accruing to capital, and the rights and welfare of the public, and all other matters affecting the conduct of said industries, employments, public utilities or common carriers, and to settle and adjust all such controversies by such findings and orders as provided in this act. It is further made the duty of said Court of Industrial Relations, upon complaint of either party to such controversy, or upon complaint of any ten citizen taxpayers of the community in which such industries, employments, public utilities or common carriers are located, or upon the complaint of the attorney-general of the state of Kansas, if it shall be made to appear to said court that the parties are unable to agree and that such controversy may endanger the continuity or efficiency of service of any of said industries, employments, public utilities or common carriers, or affect the product or transportation of the necessaries of life affected or produced by said industries or employments, or produce industrial strife, disorder or waste, or endanger the orderly operation of such industries, employments, public utilities or common carriers, and thereby endanger the public peace or threaten the public health, to proceed and investigate and determine said controversy in the same manner as though upon its own initiative. After the conclusion of any such hearing and investigation, and as expeditiously as possible, said Court of Industrial Relations shall make and serve upon all interested parties its findings, stating specifically the terms and conditions upon which said industry, employment, utility or common carrier should be thereafter conducted insofar as the matters determined by said court are concerned.

§ 8. The Court of Industrial Relations shall order such changes, if any, as are necessary to be made in and about the conduct of said industry, employment, utility or common carrier, in the matters of working and living conditions, hours of labor, rules and practices, and a reasonable minimum wage, or standard of wages, to conform to the findings of the court in such matters, as provided in this act, and such orders shall be served at the same time and in the same manner as provided for the service of the court's findings in this act: *Provided,* All such terms, conditions and wages shall be just and reasonable and such as to enable such industries, employments, utilities or common carriers to continue with reasonable efficiency to produce or transport their products

or continue their operations and thus to promote the general welfare. Service of such order shall be made in the same manner as service of notice of any hearing before said court as provided by this act. Such terms, conditions, rules, practices, wages, or standard of wages, so fixed and determined by said court and stated in said order, shall continue for such reasonable time as may be fixed by said court, or until changed by agreement of the parties with the approval of the court. If either party to such controversy shall in good faith comply with any order of said Court of Industrial Relations for a period of sixty days or more, and shall find said order unjust, unreasonable or impracticable, said party may apply to said Court of Industrial Relations for a modification thereof and said Court of Industrial Relations shall hear and determine said application and make findings and orders in like manner and with like effect as originally. In such case the evidence taken and submitted in the original hearing may be considered.

§ 9. It is hereby declared necessary for the promotion of the general welfare that workers engaged in any of said industries, employments, utilities or common carriers shall receive at all times a fair wage and have healthful and moral surroundings while engaged in such labor; and that capital invested therein shall receive at all times a fair rate of return to the owners thereof. The right of every person to make his own choice of employment and to make and carry out fair, just and reasonable contracts and agreements of employment, is hereby recognized. If, during the continuance of any such employment, the terms or conditions of any such contract or agreement hereafter entered into, are by said court, in any action or proceeding properly before it under the provisions of this act, found to be unfair, unjust or unreasonable, said Court of Industrial Relations may by proper order so modify the terms and conditions thereof so that they will be and remain fair, just and reasonable and all such orders shall be enforced as in this act provided.

§ 10. Before any hearing, trial or investigation shall be held by said court, such notice as the court shall deem necessary shall be given to all parties interested by registered U. S. mail addressed to said parties to the post office of the usual place of residence or business of said interested parties when same is known, or by the publication of notice in some newspaper of general circulation in the county in which said industry or employment, or the

principal office of such utility or common carrier is located, and said notice shall fix the time and place of said investigation or hearing. The costs of publication shall be paid by said court out of any funds available therefor. Such notice shall contain the substance of the matter to be investigated, and shall notify all persons interested in said matter to be present at the time and place named to give such testimony or to take such action as they may deem proper.

§ 11. Said Court of Industrial Relations may employ a competent clerk, marshal, shorthand reporter, and such expert accountants, engineers, stenographers, attorneys and other employees as may be necessary to conduct the business of said court; shall provide itself with a proper seal and shall have the power and authority to issue summons and subpœnas and compel the attendance of witnesses and parties and to compel the production of the books, correspondence, files, records, and accounts of any industry, employment, utility or common carrier, or of any person, corporation, association or union of employees affected, and to make any and all investigations necessary to ascertain the truth in regard to said controversy. In case any person shall fail or refuse to obey any summons or subpœna issued by said court after due service then and in that event said court is hereby authorized and empowered to take proper proceedings in any court of competent jurisdiction to compel obedience to such summons or subpœna. Employees of said court whose salaries are not fixed by law shall be paid such compensation as may be fixed by said court, with the approval of the governor.

§ 12. In case of the failure or refusal of either party to said controversy to obey and be governed by the order of said Court of Industrial Relations, then and in that event said court is hereby authorized to bring proper proceedings in the supreme court of the state of Kansas to compel compliance with said order; and in case either party to said controversy should feel aggrieved at any order made and entered by said Court of Industrial Relations, such party is hereby authorized and empowered within ten days after service of such order upon it to bring proper proceedings in the supreme court of the state of Kansas to compel said Court of Industrial Relations to make and enter a just, reasonable and lawful order in the premises. In case of such proceedings in the supreme court by either party, the evidence produced before said Court of Industrial Relations may be considered by said supreme

court, but said supreme court, if it deem further evidence necessary to enable it to render a just and proper judgment, may admit such additional evidence in open court or order it taken and transcribed by a master or commissioner. In case any controversy shall be taken by either party to the supreme court of the state of Kansas under the provisions of this act, said proceeding shall take precedence over other civil cases before said court, and a hearing and determination of the same shall be by said court expedited as fully as may be possible consistent with a care ful and thorough trial and consideration of said matter.

§ 13. No action or proceeding in law or equity shall be brought by any person, firm or corporation to vacate, set aside, or suspend any order made and served as provided in this act, unless such action or proceeding shall be commenced within thirty days from the time of the service of such order.

§ 14. Any union or association of workers engaged in the operation of such industries, employments, public utilities or common carriers, which shall incorporate under the laws of this state shall be by said Court of Industrial Relations considered and recognized in all its proceedings as a legal entity and may appear before said Court of Industrial Relations through and by its proper officers, attorneys or other representatives. The right of such corporations, and of such unincorporated unions or associations of workers, to bargain collectively for their members is hereby recognized: *Provided,* That the individual members of such unincorporated unions or associations, who shall desire to avail themselves of such right of collective bargaining, shall appoint in writing some officer or officers of such union or association, or some other person or persons as their agents or trustees with authority to enter into such collective bargains and to represent each and every of said individuals in all matters relating thereto. Such written appointment of agents or trustees shall be made a permanent record of such union or association. All such collective bargains, contracts, or agreements shall be subject to the provisions of section nine of this act.

§ 15. It shall be unlawful for any person, firm or corporation to discharge any employee or to discriminate in any way against any employee because of the fact that any such employee may testify as a witness before the Court of Industrial Relations, or shall sign any complaint or shall be in any way instrumental in bringing to the attention of the Court of Industrial Relations any

matter of controversy between employers and employees as provided herein. It shall also be unlawful for any two or more persons, by conspiring or confederating together, to injure in any manner any other person or persons, or any corporation, in his, their, or its business, labor, enterprise, or peace and security, by boycott, by discrimination, by picketing, by advertising, by propaganda, or other means, because of any action taken by any such person or persons, or any corporation, under any order of said court, or because of any action or proceeding instituted in said court, or because any such person or persons, or corporation, shall have invoked the jurisdiction of said court in any matter provided for herein.

§ 16. It shall be unlawful for any person, firm, or corporation engaged in the operation of any such industry, employment, utility or common carrier willfully to limit or cease operations for the purpose of limiting production or transportation or to affect prices, for the purpose of avoiding any of the provisions of this act; but any person, firm or corporation so engaged may apply to said Court of Industrial Relations for authority to limit or cease operations, stating the reasons therefor, and said Court of Industrial Relations shall hear said application promptly, and if said application shall be found to be in good faith and meritorious, authority to limit or cease operations shall be granted by order of said court. In all such industries, employments, utilities or common carriers in which operation may be ordinarily affected by changes in season, market conditions, or other reasons or causes inherent in the nature of the business, said Court of Industrial Relations may, upon application and after notice to all interested parties, and investigation, as herein provided, make orders fixing rules, regulations and practices to govern the operation of such industries, employments, utilities or common carriers for the purpose of securing the best service to the public consistent with the rights of employers and employees engaged in the operation of such industries, employments, utilities or common carriers.

§ 17. It shall be unlawful for any person, firm or corporation, or for any association of persons, to do or perform any act forbidden, or to fail or refuse to perform any act or duty enjoined by the provisions of this act, or to conspire or confederate with others to do or perform any act forbidden, or to fail or refuse to perform any act or duty enjoined by the provisions of this act, or to induce or intimidate any person, firm or corporation

engaged in any of said industries, employments, utilities or common carriers to do any act forbidden, or to fail or refuse to perform any act or duty enjoined by the provisions of this act, for the purpose or with the intent to hinder, delay, limit, or suspend the operation of any of the industries, employments, utilities or common carriers herein specified or indicated, or to delay, limit, or suspend the production or transportation of the products of such industries, or employments, or the service of such utilities or common carriers: *Provided,* That nothing in this act shall be construed as restricting the right of any individual employee engaged in the operation of any such industry, employment, public utility, or common carrier to quit his employment at any time, but it shall be unlawful for any such individual employee or other person to conspire with other persons to quit their employment or to induce other persons to quit their employment for the purpose of hindering, delaying, interfering with, or suspending the operation of any of the industries, employments, public utilities, or common carriers governed by the provisions of this act, or for any person to engage in what is known as "picketing," or to intimidate by threats, abuse, or in any other manner, any person or persons with intent to induce such person or persons to quit such employment, or for the purpose of deterring or preventing any other person or persons from accepting employment or from remaining in the employ of any of the industries, employments, public utilities, or common carriers governed by the provisions of this act.

§ 18. Any person willfully violating the provisions of this act, or any valid order of said Court of Industrial Relations, shall be deemed guilty of a misdemeanor, and upon conviction thereof in any court of competent jurisdiction of this state shall be punished by a fine of not to exceed $1,000, or by imprisonment in the county jail for a period of not to exceed one year, or by both such fine and imprisonment.

§ 19. Any officer of any corporation engaged in any of the industries, employments, utilities or common carriers herein named and specified, or any officer of any labor union or association of persons engaged as workers in any such industry, employment, utility or common carrier, or any employer of labor, coming within the provisions of this act, who shall willfully use the power, authority or influence incident to his official position, or to his position as an employer of others, and by such means

shall intentionally influence, impel, or compel any other person to violate any of the provisions of this act, or any valid order of said Court of Industrial Relations, shall be deemed guilty of a felony and upon conviction thereof in any court of competent jurisdiction shall be punished by a fine not to exceed $5,000, or by imprisonment in the state penitentiary at hard labor for a term not to exceed two years, or by both such fine and imprisonment.

§ 20. In case of the suspension, limitation or cessation of the operation of any of the industries, employments, public utilities or common carriers affected by this act, contrary to the provisions hereof, or to the orders of said court made hereunder, if it shall appear to said court that such suspension, limitation, or cessation shall seriously affect the public welfare by endangering the public peace, or threatening the public health, then said court is hereby authorized, empowered and directed to take proper proceedings in any court of competent jurisdiction of this state to take over, control, direct and operate said industry, employment, public utility or common carrier during such emergency: *Provided,* That a fair return and compensation shall be paid to the owners of such industry, employment, public utility or common carrier, and also a fair wage to the workers engaged therein, during the time of such operation under the provisions of this section.

§ 21. When any controversy shall arise between employer and employee as to wages, hours of employment, or working or living conditions, in any industry not hereinbefore specified, the parties to such controversy may, by mutual agreement, and with the consent of the court, refer the same to the Court of Industrial Relations for its findings and orders. Such agreement of reference shall be in writing, signed by the parties thereto; whereupon said court shall proceed to investigate, hear, and determine said controversy as in other cases, and in such case the findings and orders of the Court of Industrial Relations as to said controversy shall have the same force and effect as though made in any essential industry as herein provided.

§ 22. Whenever deemed necessary by the Court of Industrial Relations, the court may appoint such person, or persons, having a technical knowledge of bookkeeping, engineering, or other technical subjects involved in any inquiry in which the court is engaged, as a commissioner for the purpose of taking evidence with relation to such subject. Such commissioner when appointed shall take an oath to well and faithfully perform the duties imposed

upon him, and shall thereafter have the same power to administer oaths, compel the production of evidence, and the attendance of witnesses as the said court would have if sitting in the same matter. Said commissioner shall receive such compensation as may be provided by law or by the order of said court, to be approved by the governor.

§ 23. Any order made by said Court of Industrial Relations as to a minimum wage or a standard of wages shall be deemed *prima facie* reasonable and just, and if said minimum wage or standard of wages shall be in excess of the wages theretofore paid in the industry, employment, utility or common carrier, then and in that event the workers affected thereby shall be entitled to receive said minimum wage or standard of wages from the date of the service of summons or publication of notice instituting said investigation, and shall have the right individually or in case of incorporated unions or associations, or unincorporated unions or associations entitled thereto, collectively, to recover in any court of competent jurisdiction the difference between the wages actually paid and said minimum wage or standard of wages so found and determined by said court in such order. It shall be the duty of all employers affected by the provisions of this act, during the pendency of any investigation brought under this act, or any litigation resulting therefrom, to keep an accurate account of all wages paid to all workers interested in said investigation or proceeding: *Provided,* That in case said order shall fix a wage or standard of wages which is lower than the wages theretofore paid in the industry, employment, utility or common carrier affected, then and in that event the employers shall have the same right to recover in the same manner as provided in this section with reference to the workers.

§ 24. With the consent of the governor, the judges of said Court of Industrial Relations are hereby authorized and empowered to make, or cause to be made, within this state or elsewhere, such investigations and inquiries as to industrial conditions and relations as may be profitable or necessary for the purpose of familiarizing themselves with industrial problems such as may arise under the provisions of this act. All the expenses incurred in the performance of their official duties by the individual members of said court and by the employees and officers of said court, shall be paid by the state out of funds appropriated therefor by the legislature, but all warrants covering such expenses shall be approved by the governor of said state.

§ 25. The rights and remedies given and provided by this act shall be construed to be cumulative of all other laws in force in said state relating to the same matters, and this act shall not be interpreted as a repeal of any other act now existing in said state with reference to the same matters referred to in this act, except where the same may be inconsistent with the provisions of this act.

§ 26. The provisions of this act and all grants of power, authority and jurisdiction herein made to said Court of Industrial Relations shall be liberally construed and all incidental powers necessary to carry into effect the provisions of this act are hereby expressly granted to and conferred upon said Court of Industrial Relations.

§ 27. Annually and on or before January first of each year, said Court of Industrial Relations shall formulate and make a report of all its acts and proceedings, including a financial statement of expenses, and shall submit the same to the governor of this state for his information. All expenses incident to the conduct of the business of said Court of Industrial Relations shall be paid by the said court on warrants signed by its presiding judge and clerk, and countersigned by the governor and shall be paid out of funds appropriated therefor by the legislature. The said Court of Industrial Relations shall, on or before the convening of the legislature, make a detailed estimate of the probable expenses of conducting its business and proceedings for the ensuing two years, and attach thereto a copy of the reports furnished the governor, all of which shall be submitted to the governor of this state and by him submitted to the legislature.

§ 28. If any section or provision of this act shall be found invalid by any court, it shall be conclusively presumed that this act would have been passed by the legislature without such invalid section or provision, and the act as a whole shall not be declared invalid by reason of the fact that one or more sections or provisions may be found to be invalid by any court.

§ 29. All acts and parts of acts in conflict herewith are hereby repealed.

§ 30. This act shall take effect and be in force from and after its publication in the official state paper.

ADDENDUM

SECTION III

EDUCATIONAL TRAINING FOR CITIZENSHIP

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SECTION III

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NOTES ON SUB-SECTION II

CITIZENSHIP TRAINING — THE UNITED STATES GOVERNMENT

NOTES ON CHAPTERS I AND II

Government activities in the Americanization field have taken a slump, which can probably be accounted for by the fact that the close of the war led certain of the government authorities to rest on their oars and feel that the fight is won, and that the matter of immigrant education may now give way to other activities. And yet the Americanization work of the Government was not a war measure. We quote from two letters received from the Chief Clerk of the Bureau of Education in Washington:

October 28, 1920

"Congress would appropriate no funds for the Americanization work so we were compelled to close our Division a number of months ago and to discontinue the publication of the Americanization Magazine."

November 3, 1920

"Secretary Lane's conference of 1918 was at the close of rather than the beginning of the Americanization work. The work of Americanization as conducted by the Bureau of Education was in no sense an emergency war measure. It was really begun some years before the war. It is possible that Congress looked upon it as a war measure and for that reason did not appropriate funds for its continuance, but I feel that the reason for the failure of the appropriation was rather in a sentiment that arose about that time for retrenchment in Government expenditures."

Advice from the Senate Committee on Education and Labor under date of October 15th, is to the effect that "there can be nothing further done with the Americanization Bill until the next session of Congress which convenes in December."

It is not unlikely that the withdrawal of appropriation for Americanization work, by Congress, will affect the chances of this bill, if it is again introduced.

NOTES ON SUB-SECTION III

CITIZENSHIP TRAINING IN THE STATE OF NEW YORK

NOTE ON CHAPTER XIII

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1. Alfred

Letter from PRESIDENT BOOTHE C. DAVIS, *October* 15, 1920:

"I regret that it has been found impracticable for us to add very much to the curriculum with special reference to training of teachers of adult foreign born.

"We are offering this year, however, a course entitled 'The Great War' which is new and which is intended to promote Americanism and to prepare our students who are to become teachers to deal with this and kindred topics more intelligently. The course is a year course, the class meeting twice each week.

"Alfred is distinctively a rural country college. We have very little city patronage. Furthermore the large increase of students and congested condition has taxed our resources to the utmost in carrying out the regular curriculum of our work."

2. Brooklyn — Adelphi College

Letter from Dr. FRANK D. BLODGETT, *President,* October 14, 1920:

"In co-operation with the State Education Department Adelphi last year introduced a course in Americanization. This course was also repeated in the Summer Session and was rated as a 3 point course. This coming year we are to give in addition to a 2 point course in Teaching English to Foreigners, also conducted in co-operation with the State Department.

"The second course has not yet been tried out and I should not care to express any opinion as to whether the time allotted to it is correct. Regarding the course in Americanization I should say that the length of it, all things considered, seems about right for college work. Of course the amount of time which could be spent upon it could very profitably be much greater, but the present course seems to give the student a general idea of the work and to arouse enough interest so that she herself will carry her work further."

Following is an outline of the course in Americanization and Immigrant Education given under the direction of the Department of Sociology:

> "The course is organized in co-operation with The University of the State of New York. Its aim is to prepare teachers to work among our alien population, to give instruction in English to foreigners, and to interpret to them the customs, laws, standards and ideals of America.
>
> "Some of the topics considered will include the assimilation of the immigrant; the alien in home, industry and politics; methods of teaching English and civics to immigrants; general problems of cooperation between all agencies interested in the work of Americanization.
>
> "Certificates will be granted by the University of the State of New York to those who complete the course satisfactorily. School authorities, when considering applicants for work with adult immigrants, will give preference to holders of these state certificates."

3. Maxwell Training School for Teachers (referred to in Sub-section III of Section III as Brooklyn Training School for Teachers)

Letter from MISS EMMA L. JOHNSTON, *Principal,* October 18, 1920:

> "We now offer two elective courses for the training of teachers of adult immigrants. One is an eighteen-hour course, and the other a thirty-eight-hour course."

The teacher of these courses sent the following report of her work to the Committee:

Aim: The aim of this course is to interpret the meaning of Americanization, to train teachers to give the immigrant instruction in the English language and to familiarize him with American customs and standards of living.

Scope: The subjects under discussion include: a brief survey of racial backgrounds; state and federal plans for solving the immigrant situation; the relation of school work to the foreign-born problem; and the most successful ways and means of teaching English to the foreigner that he may be made more susceptible to the Americanizing influences of his environment.

Time: Thirty-eight periods (45 minutes each); a briefer course, eighteen periods.

Course: Optional.

BIBLIOGRAPHY*

IMMIGRATION

Steiner.— Immigrant Tide, its Ebb and Flow.
Atchison.— On American Immigration.
Graham.— With Poor Immigrants to America.
Hall.— Immigration and its Effect upon the United States.
Haskin.— The Immigrant.
Jenks and Lauck.— Immigration Problems.
Steiner.— On the Trail of the Immigrant.
Walpley.— Problem of the Immigrant.
Schrieber.— Immigration Forces.
Roberts.— The Industrial and Social Life of Southern Europeans in America.
Commons.— Races and Immigrants in America.
Steiner.— Against the Current.
Steiner.— From Alien to Citizen.
Brown, Outlook 1915.— My Immigrant Neighbors.

SPECIAL NATIONALITIES

Armenians

Papazian.— Tragedy of Armenia.
Hepworth.— Through Armenia on Horseback.
Blackwell.— Armenian Poems.

Slavs

Balch.— Our Slavic Fellow Citizens.
Capek.— Slovaks of Hungary.
Capek.— Bohemia Under Hapsburg Misrule.
Reed.— Serbia.— A Sketch.
Winter.— Russian Empire of To-day and Yesterday.
Jusaitis.— History of the Lithuanian Nation.
Ukrainian National Association.— Ukraine's Claim to Freedom.

Rumanians

Kirke.— Domestic Life in Rumania.

Greeks

Burgess.— Greeks in America.

* Some of these books present an advanced point of view which should be accepted with reservations.

Syrians

Jessup.— Syrian Home Life.
Leary.— Syria, The Land of Lebanon.
Jessup.— Fifty-Three Years in Syria.

Italians

Robbins, Outlook June 1905.— Italian To-day, American To morrow.
Villari.— Italian Life in Town and Country.

Fins

Reade.— Finland and the Fins.
Renwick.— Finland To-day.

Portuguese

Bell.— Portugal of the Portuguese.
Young.— Portugal Old and Young.
Geographic Magazine, June 1919.— The Azores.
Other Nationalities, Outlook 1919–1920.
Reconstruction Problems, Outlook 1919.
Stern.— My Mother and I.
Cohen.— Out of the Shadow.
Antin.— Promised Land.
Riis.— Making of an American.
Breshkofsky.— Little Grandmother of the Russian Revolution.
Rihbany.— Far Journey.
Washington.— Up from Slavery.
Addams.— Spirit and Youth of the City Streets.
Addams.— Twenty Years at Hull House.
Antin.— They Who Knock at Our Gates.
Patri.— Schoolmaster of the Great City.

AMERICANIZATION AND CITIZENSHIP

Webster.— Americanization and Citizenship.
Richman, Julia.— Good Citizenship.
Baldwin.— The Story of Liberty.
Giambollo.— How to Become a Citizen of the United States.
Mahoney.— First Steps in Americanization.
Davis.— Civics for New Americans.
Roberts.— Civics for Coming Americans.
Kallmeyer.— How to Become a Citizen of the U. S. A.
Mintz.— The New American Citizen.

Americanization Bulletins

Lessons in Community and National Life, Bureau of Education, Washington, D. C.

Correspondence Course in Patriotism, National Security League, W. 19 44th St., New York City.

Bureau of Naturalization, Washington, D. C.

Department of Education, Albany, N. Y.

Council of Jewish Women, Henry St., New York City.

Interracial Council, 120 Broadway, New York City.

National American Committee, 29 West 39th St., New York City.

National Catholic War Council, 930 14th St., Washington, D. C.

North American Civic League, Boston, Mass.

Y. M. C. A and Y. W. C. A., Brooklyn, New York.

Office of "The Woman Citizen," Fifth Ave., New York City.

U. S. Department of Labor, 5 Beekman St., New York City (Literature for Foreigners).

Method

Bruel.— Teaching of Modern Languages and Training of Teachers.

Goldberger.— English for Coming Citizens.

Goldberger.— How to Teach English to Foreigners.

Brown.— Suggested Course of Study and Syllabus for non-English speaking adults.

LaGuardia.— New English System for New American Citizens.

Austin.— Lessons in English for Foreign Women.

Field and Coveney.— English for New Americans.

Houghton.— First Lessons in English for Foreigners.

Price.— Direct Method of Teaching English to Foreigners.

Goldwasser.— Method and Methods in Teaching English.

Chase.— Primer for Foreign Speaking Women.

Harrington.— Books for Non-English Speaking People.

Wallach.— A First Book in English for Foreigners.

O'Brien.— English for Foreigners.

Department of Education, City of New York.— Syllabus for the Teaching of English to Foreigners in the Evening Schools.

California.— San Francisco, 525 Market St. (State Commissioner).

Report of Commission of Immigration and Housing.
The Home Teacher.
A Discussion on Methods of Teaching English to Adult Foreigners.
Ohio.— Cleveland.
Americanization Program (City Hall).
Lessons on American Citizenship (Board of Education).
Michigan.— Detroit.
Americanizing a city.
New York.— Rochester.
Rochester Plan of Immigration (University State of N. Y.).
Delaware.— Wilmington.
Outline for Summer School Americanization Course.

OUTLINE OF COURSE

I. General Principles of Americanization.
A. Introductory.
a. The meaning of Americanization; historical significance; point of view.
"Americanization is the interpretation through reliable sources, of America to the foreign born in terms of his own experience, to the end that he may express his loyalty in powerful activity in service for this his country."
Read Immigrants' Review in America.
b. The process of Americanization.
1. Agencies.
(a) Home — Classes; visiting teachers; nurses.
(b) Community — Public celebrations; pageantry; community center; housing problem.
(c) Educational Institutions — The foreign child medium for Americanization at our disposal; training of teachers.
(d) Industry — Safety, medical, educational and welfare departments.
c. The beginning and development of the Americanization Movement.
1. Campaigns in California, Cleveland, Rochester, Wilmington, etc.
d. Americanization programs — National, state, community (industrial, educational, social).

e. Brief history of immigration in the United States.
1. The immigrant tide, 1890–1915 — Numbers; source; distribution; assimilation; contribution.
f. Analysis of American ideals touching the immigrant experience.

B. European backgrounds of racial groups largely represented in the United States.
a. Political — Significant events in national history; significant political conditions in Europe to-day.
b. Economic — Occupations; living conditions; educational opportunities.
c. Linguistic — Characteristics of language significant to teachers of English.

C. Racial characteristics.

D. Study of conditions among the foreigners in our own city — Physical, industrial, political, social, religious.

II. Teaching Methods.

A. Introductory — The problem of the Americanization school and the means employed for its solution.

B. Organization of Americanization schools.
a. Selection of meeting places.
b. Publicity.
c. Formation of classes and grading of pupils.

C. Courses of study and program-principles underlying the selection and arrangement of material.

D. Recognized methods of teaching English (direct; translation; variation).
a. Criticism and evaluation of several methods now commonly used.
b. Principles underlying the selection of content and the adaptation of content to the needs of different types of classes.
c. Strength and weakness of texts commonly used.
d. Organization of lesson material.
e. Suggested course of study.
1. Speaking.
(a) Building a vocabulary.
(b) Conversational forms.
(c) Correction of errors.
2. Reading.
(a) Blackboard work.

(b) Familiar signs.
(c) Posters.
(d) Text books.
(e) Newspapers.

3. Writing.
(a) Copy work.
(b) Dictation.
(c) Spelling.
(d) Letters.

4. Phonics.
5. Physical exercise.
6. Arithmetic.
7. Memory work.
8. Civics, patriotism.
9. History.
10. Geography.

E. Important teaching principles applied.
a. Lesson's length.
b. Drill.
c. Class activity versus Teacher activity.
d. Socializing the instruction.

F. Special classes — Candidates for naturalization; mothers.

G. Examination of textbooks and illustrative material — Plan of Goldberger's Syllabus "Teaching English to Non-English Speaking Adults," p. 49.

H. Attendance problem.

I. Practice teaching.

J. Observation of teaching methods and recreation in Americanization classes.

Suggested Topics for Written Papers.

The foreign-born woman.
A community program.
The teaching of citizenship.
Socializing the class.
Democracy through the neighborhood.
The naturalization machinery.
The employer and the immigrant.
The treatment of immigrant heritages.
An Americanization health policy.
American democracy — its promise and its perils.

4. New York City

a. College of the City of New York

This is one of the institutions offering training courses for Americanization teachers, to meet the requirements of the State Department of Immigrant Education. The following outline was sent to the Committee by Dr. Sidney E. Mezes, President, October 20, 1920:

I. What we offer for training to teach adult immigrants.

1. Cultural Background of New York City People, see p. 32 of Extension Announcement.
   (This course is approved by the State Department of Adult Immigrant Education and is one of three courses required.)
2. American Government and Politics.
   An interpretation of American institutions, not a study of governmental structure or bureau functions.
   (This course is approved by the State Department of Adult Immigrant Education and is one of three courses required.)
3. Teaching Adult Immigrant.
   Course to begin in January, 1921, and instructor to be paid by the New York State Department of Education.
   (This course is approved by the State Department of Adult Immigrant Education and is one of three courses required.)

II. Plan for a year's course.

The State Department of Education has drawn up these requirements:

1. Normal School graduation or 2 years of college.
2. 90 hours of work —
   30 in Immigrant Background
   30 in American Government and Politics
   30 in Methods of Teaching Adult Immigrant.
3. Successful teaching experience of not less than one year.
4. One-half year teaching non-English speaking adults.

Hence the State Department expects that year to be spent in:

A. Teaching, and
B. Study — 3 prescribed courses.

We give all.

b. HUNTER COLLEGE OF THE CITY OF NEW YORK

The letter and announcement which follow were received from the Director of the College, October 19, 1920:

"We are co-operating with the State Department of Education in preparing teachers for Americanization work under the new licenses established at Albany. For that purpose, we are giving a course in Methods of Teaching English to Foreigners which will be followed next term by a course in The Background of the Immigrant. Prospective teachers take courses also in Civics and Government which will be credited toward the same license."

Hunter College of the City of New York — Evening Session

In cooperation with the State Department of Education a course in the Methods of Teaching English to Foreigners will be given at Hunter College on Fridays from 4 to 6 o'clock, beginning Friday, October 8th.

The course is intended for teachers of English to Foreigners in Evening Schools, in Factory Classes, in Home Classes and in the new classes for foreign born children now being organized in many public schools.

A registration fee of $2 will be the only charge to New York City teachers. The course will be given by Henry H. Goldberger, Principal of P. S. 18, Manhattan.

Students completing the course satisfactorily will receive a State Certificate and two points credit toward a permanent State License as teacher of English to foreigners.

Additional credits can be obtained by taking the course in Principles of Government, given by Dr. Luetcher, Tuesday and Thursday 8:25–9:45, and Methods in the Organization and administration of community centers, given by Dr. Gibney, Director of Extension Activities, Thursday 4:30–5:30.

These courses have been approved by the State Department of Education as part fulfillment of the Teaching Training requirements for the State License as teacher of English to foreigners.

c. New York University

Chancellor Brown sent the Committee the following announcement, October 1, 1919:

> New York University announces a special course in "Methods in Education for Citizenship" under the direction of Henry P. Fairchild, Ph.D., Professor of Social Economy, New York University, and William Rabenort, Ph.D., Principal of Intermediate School Fifty-five, New York City, with an introductory lecture by Professor Jeremiah W. Jenks.
>
> This course is designed primarily for school teachers. It is planned to meet the prevailing sentiment in favor of a teaching of citizenship which shall have a more vital bearing on the problems of life in society than the traditional instruction in civics. The need for such a method has been strongly emphasized by the National Education Association and the Federal Bureau of Education, and has been directly expressed by the Committee on Education for Citizenship of the New York Principals Association in a request to the University authorities for the giving of such a course.
>
> The scope of the course includes a number of the most important relationships and institutions through which the individual and society are bound together, such as the state, the family, the school, the economic organization, racial affiliations, national unity, etc. Each of these subjects will be presented both in its theoretical background, and in such of its practical applications as concern most directly the school child, and the teacher in her relations with the child. Special attention will be given to the work of various socializing agencies.
>
> The course has been approved for credit by the Board of Examiners of the Board of Education. It is open to any teacher in any of the schools of New York or vicinity. The sessions will be held in Room 1025, New York University, 32 Waverly Place, on Monday and Wednesday afternoons at 4:30 to 5:30, beginning Wednesday, October 6.
>
> The fee for the course is $15.

The introductory lecture by Professor Jenks referred to above is here given in abstract form as prepared for the newspapers by him:

The purpose of the course is to promote good citizenship, especially to prepare the children for their duties as citizens in the coming years.

We should understand that democracy in the United States has various aspects.

Our democracy is political. We have a representative government, following the will of the majority and relying upon orderly persuasion for the promotion of political beliefs. Our Constitution and our political institutions are all opposed to revolutionary methods. Our citizens need, therefore, to understand as fully as possible not only the general principles of our Constitution and the form and spirit of our political institutions, but also they should be versed as far as possible in the principles of business and of social life that may become directly or indirectly subjects for legislation, and a very large percentage of our legislation deals with business questions.

Our democracy is social. Inequalities of persons and of conditions must, of course, be recognized as matters of fact. No two people are alike in natural gifts, disposition, attainments; but recognizing these inequalities of fact, our democracy still insists upon no inequalities or rights, either political rights or social rights. Our aristocracy in America should be not one of birth or wealth or even of learning, but an aristocracy of individual worth. A person's leadership should be accorded him by the free consent of his followers, who wish him to lead because of his personal fitness. There should be no leadership thru compulsion.

Our democracy is industrial. No other great nation has the same high standards of living, on the average, that we have in the United States, in spite of the many thousands of individuals who are suffering. This standard should be maintained and steadily improved, especially by raising the average standard of the masses of the population. All classes: employers, employees, rich, poor — all citizens should have the common aim of promoting in an orderly way the welfare of all. To do this, such organization and management of industry should be found as to develop in each establishment, from the president to the sweeper, intelligence, independence in judgment and the feeling of responsibility that develops character and manhood. Each individual should take thoughtfully and willingly his part in the teamwork of business to promote the common good. There is such a thing as a real industrial democracy. It follows the principles mentioned. There

is no democracy in a selfish domination of industry by any class, and the selfish exploitation of industry by the laborers would be as bad, if not worse, than the selfish exploitation of the industry by the employers. There must be, as there can be, as indeed there often is,— a co-operation among the different members of the various industrial classes, one with the other, which produces a real democracy in industry.

The problem of developing these various qualities to fit our children for citizenship devolves upon the schools primarily; after that, upon the citizens. In training children we should emphasize health as a duty of citizenship, improving efficiency, length of service, wages, and lessening suffering, inefficiency, vice. We have already accomplished much. Our schools, thru the proper teaching of public and individual hygiene, cannot merely extend the average life and lessen greatly the suffering, but from the business viewpoint can save literally each year billions of dollars.

Aside from the teaching of good English and of American history, the principles of citizenship can be taught more directly in our civics classes. It is right to lay some emphasis upon the forms of government, but chief emphasis should be laid upon the spirit of government and upon the spirit of the citizens as it should be shown in their everyday social as well as public life.

Good citizenship can be inculcated by industrial training, and most of our schools can be very greatly improved in this direction, excellent as is the beginning that has been made. Here again, the training of our people to accept responsibility, to realize the industrial duty of earning fully what they are paid, to render service and be paid for service rather than to demand pay and forget the service, is all in the training for citizenship. When our working citizens have the proper industrial spirit, there will be little difficulty in their getting not only an appropriate share industry but an appropriate share in the management of industry.

These principles of citizenship are in accord with the best principles of ethics and religion, and the problem of citizenship may well be approached from the viewpoint of duty and of religion.

d. Teachers College

Letter from Dean Russell, October 19, 1920:

> "The best answer that I can make to your letter of October 11 is to send you the enclosed pamphlet,* showing the

* "Courses in Education for Adult Immigrants."

courses now offered in Teachers College in cooperation with the University of the State of New York. Judging from the beginning made, the courses will prove to be very satisfactory. After we have had a little more experience in this work, I fancy we shall be able to offer suggestions for the improvement of the plan."

Following is a list of the courses which meet the requirements for the State license and also count for University credit:

The Assimilation of the Immigrant as an Educational Problem.

Immigration and American Immigrant Communities.

Teaching English to Foreigners.

Teaching English to Adult Immigrants.

The American System of Government.

The following courses qualify for the State license, but do not count for University credit:

The Assimilation of the Immigrant as an Educational Problem.

Immigration and American Immigrant Communities.

Teaching English to Foreigners.

Teaching English to Adult Immigrants.

The American System of Government.

There are other courses which count for University credit and which take up problems of Americanization more intensively, such as:

Training Supervisors for the Americanization of the Foreigner.

Education in Citizenship.

The Teaching of American History and Government in Secondary Schools.

The Teaching of Citizenship in Secondary Schools.

Illustrative Lessons in Citizenship.

Education and Nationalism. The Development of National Systems of Education in Western Europe and America.

Education and Nationalism. The Development of Retarded National Cultures through Education.

Community Socialization.

Public Opinion: Socialization of Larger Communities

Practical Applications of Sociology.

Modern Social Problems.
Practical Applications of Sociology.
Medieval and Modern Social Systems: The Rise and Development of Democracy.
Principles of Social Work.
Social Work in Household Arts.
Recreation Work in Social Centers.
Play and Playgrounds, and Community Centers.
Problems of Social-Religious Work.
Rural Community Organization.
Rural Social Surveys.
Vocational Guidance.
Social and Economic Aspects of Housing and Other Living Conditions.
Educational Hygiene.
Biology in Educational and Social Work.
Health Problems for Religious and Social Workers.

5. Rochester

Following is a letter from Herbert S. Weet, *Superintendent of Public Instruction,* November 8, 1920:

"Since 1914 Rochester has appointed its teachers of Americanization work from an eligible list directly based upon a normal course of instruction for teachers of immigrants. This plan has stimulated teachers to take not only the one course required but in the majority of cases at least one additional course. One of the unfortunate things which increasingly came to our attention here was the impression on the part of so many untrained and inexperienced teachers that they were able to teach this Americanization work even though they might not be qualified for any other line. We effectively dispelled this notion when in 1914 we provided that no teacher would be chosen for this work who had not had some specific training in the methods and plans of teaching.

"Two things which we have done have proved to be of very great value. The one has been to continue our citizenship classes throughout the entire year. Even during the summer months these classes are held and the attendance has been most gratifying. Furthermore, the clerk of the Naturalization Court here is connected with these classes

and while at the beginning this had certain limitations on the pedagogical side it has, nevertheless, meant a cooperation that has been of very great significance.

"During the last evening school year three factory classes were established in direct cooperation with one of the leaders of one of Rochester's strongest labor organizations. We are now planning on providing teachers who will go to the Hall of Amalgamated Clothing Workers here and there give instruction to those who are practically unable to use the English language. In short, our Board has adopted the general policy of sending teachers anywhere provided we can get together a group of these non-English speaking people of sufficient size to warrant the action."

6. Schenectady — Union College

Letter from PRESIDENT C. A. RICHMOND, October 16, 1920:

"We have no course for the training of teachers in immigrant education work but we have capable men among our undergraduates who are teaching foreigners. The college Y. M. C. A. has a teaching force which is doing successful work among the foreign-born in the American Locomotive Works. They have also signed up for work under the state later in the year."

NOTES ON SUB-SECTION IV
CITIZENSHIP TRAINING IN ALL STATES OTHER THAN NEW YORK

NOTE ON CHAPTER I
Alabama

Letter from JOHN ABERCROMBIE, *State Superintendent of Education,* Montgomery, September 2, 1920:

> "The organization of the State Department of Education provides for a Supervisor of Exceptional Education whose duty it is to establish schools for illiterates and immigrants throughout the State, with the assistance of the city and county boards of education.
>
> "As you doubtless know, there are only a few immigrants in Alabama. The principal part of the work done by illiterate schools is among natives."

NOTE ON CHAPTER IV
California

1. State Activities

The very interesting and effective work which is being carried on in California, is described in full in a previous chapter. This is supplemented by Miss Ethel Richardson, Assistant Superintendent of Public Instruction in Charge of Americanization in the following report (received in October, 1920, by the Committee) covering the period from January first to July first, 1920:

For six months California has had State supervision and direction of Americanization work from the office of the State Superintendent of Public Instruction. Such supervision was instituted by the Superintendent because of *first,* the necessity of rendering assistance to the schools who recognized their problems and needed the help of a specialist to solve them, and *second,* because of the schools which might be made more conscious of their problems and urged to adopt a constructive program, and *third,* and immediately because of the law requiring the attendance of minor aliens in continuation classes. Inasmuch as the Superintendent was unable to carry on this work independently through lack of funds, the State Commission of Immigration and Housing was called upon for assistance and cooperated by supplying the services of an Assistant to the Superintendent to direct Americanization work.

The first difficulty which had to be met was the lack of trained teachers. To force the immigrant into the school where the teachers had no training in methods or organizing a night school or in methods of teaching a language directly, would be as unwise as it is un-American.

Consequently the University Extension Division was asked to give courses especially devised to instruct teachers. These courses were given in Los Angeles, Fresno, San Francisco and Oakland, and were attended by upwards of 800. In each place the Assistant Superintendent of Public Instruction in charge of Americanization participated either directly or indirectly — at Los Angeles by planning the field work for all the students. This field work was done either in the schools or in some institution or organization allied to the school or cooperating with it. It consisted in the formulation of some problem which the immigrant presented which had to be worked out by the student in such a way as to show the necessity for initiative and originality in this field. The following of prescribed courses of study and stereotyped methods will not do. In Fresno, the Assistant Superintendent gave a course on the "Socialized School." In San Francisco and Oakland conferences were held with the teachers.

These training centers have done much to develop a more flexible program for the schools in the communities where they are held. They have, of course, reached only a few in comparison with the state-wide need. If we are ever going to offer the assistance that the unequipped teachers all over the state need we must establish centers to which they can turn which are near enough to be practicable. The normal schools could do this geographically and are the logical institutions to turn to for such teacher training.

Besides the teacher training, there have been four demonstrations of method — one in each of the cities where courses were given. These demonstrations as well as the rest of the Americanization program, have been carried on under the joint supervision of the Board of Education, the Extension Division of the University of California and the State Commission of Immigration and Housing.

Americanization is not a problem for the schools alone, it requires all the forces that make for the welfare and upbuilding of the community. Consequently in experimenting, it has been our effort to unite the school with other agencies in such a way

that the organized people can get the widest possible contact with all the trained workers in the community and all the education possible from managing their own affairs.

In these experiments the Assistant Superintendent has cooperated with the Department of Community Organization of the Commission of Immigration and Housing. The general procedure has been as follows: In each city, after conference with leading educators and others, one district was chosen for experimentation. The factors that were considered in deciding upon an area were: *one,* a school principal sympathetic to the project; *two,* other agencies such as health, recreation, etc., either serving the district or willing to cooperate in serving it; *three,* a cosmopolitan society made up of various nationalities who could illustrate the principle that Americanization consists in a preservation and intensification of the group interests, as well as the working together of all the groups for a common cause.

Under the direction of a central committee in each city a local organizer was engaged, either employed directly by them or lent by some local agency. This organizer got in touch with the people in the neighborhood — the leaders of the different nationalities and others, as well as the churches, foreign societies, improvement associations, etc. Then a committee made up of these people was called together, usually at the school house, to discuss the problems of the neighborhood and formulate a way to meet them. Such matters as well-baby clinics, libraries with story telling, classes in citizenship, adult recreation and education were discussed. The small neighborhood committee then called a mass meeting of the citizens, presenting to them the value of community organization and some of the needs of the neighborhood that could be met in this way. It is hoped that by this method there can be built up around the school, helping to direct the adult activities in the school, a group of people representing many nationalities, who will be learning citizenship through participation as citizens in the affairs of their own community. San Francisco is farthest along in its demonstration. Here the people have already made their appeal for a health center and a library and are developing the machinery for maintaining them. The school which is being used as a meeting place was chosen at a meeting of all the principals and teachers in schools in foreign neighborhoods, and is being watched and considered as a reproducible effort in the teaching of citizenship.

In Los Angeles the demonstration is being carried on in connection with a class in method of community organization. The members of the class (many of them workers in the chosen neighborhood) are making the investigations to find the right motives for organization.

Beside teacher training and demonstration of method, a vast amount of propaganda is necessary, *first*, to inform schools that the State Board has an Americanization department in its Superintendent's Office, and to induce them to use it, and *second*, to make the beginning of a unified program.

This propaganda has been spread through various means. *First*, through letters to school superintendents and high school principals calling to their attention the compulsory law, urging them to prepare for its enforcement in their budget next year and suggesting methods, especially urging that each superintendent and high school board appoint one member of the staff to be particularly concerned with drawing up the Americanization plans for next year. The Assistant Superintendent holds conferences at the Summer Session of the University of California, both in Berkeley and Los Angeles, for such Americanization directors and Americanization teachers in order to work out with them practical programs suited to the local needs.

Second: Through conferences with school superintendents, high school principals and county superintendents. Such conferences have been held in San Diego, Los Angeles, Long Beach, Rodondo, Pomona, Riverside, Bakersfield, Fresno, Sacramento, San Francisco, Oakland, Alameda and Hayward.

Third: Through the organization of county Americanization teachers' associations. These county associations are made up of teachers of adult immigrants, both in day and evening classes, home teachers and teachers in the elementary grades where large numbers of foreign children require special adaptations of the school curriculum. The associations are formed for three purposes: *First*, To make Americanization teaching professionally important. It is now merely a side issue in the educational system. Most teachers in this field receive temporary appointments and are paid a small sum by the hour. There is no encouragement therefore for getting the special training which this delicate task requires. *Second*, to stimulate Americanization work in the schools in those parts of the county where there is need for it and

no organization has as yet begun. And *third,* to standardize methods and technique of teaching.

In order to accomplish this last the county associations are collecting material which has been found valuable from all parts of the county. This material will form a teachers' handbook and will be mimeographed and used in the county experimentally. Later it is hoped that there may be an exchange of material from county to county, and that this study of method made by the teachers themselves will form a basis for a State manual.

These county associations have been formed in Alameda, San Francisco, Sacramento (?), Los Angeles and San Diego.

In two counties special studies in methods of teaching classes in citizenship and preparation of a textbook have been undertaken. In Alameda this was direct outgrowth of the Americanization course and is merely a continuation of one of the seminars of the course. Here the teachers have decided that civics teaching should begin with situations and problems familiar to the student, child or immigrant. Consequently a teacher is not equipped until she knows about all the resources of the community in which the school is located. No one teacher has time to gather all this information, so the groups have banded together to prepare the data, which will be compiled by the Oakland Americanization Committee and submitted for use as a supplementary text. In San Francisco the Americanization teachers' association has decided to follow this same plan so that information between counties can be exchanged. Here, as a beginning, they are making a list of all the questions that have been asked teachers in civics classes that could be used as a basis for a civics lesson.

Propaganda for Immigrant Education has further been disseminated through talks and lectures, notably at the State Federation of Women's Clubs, the Convention of High School Principals, the State Conference of Social Agencies and meetings of women's clubs and parent-teacher associations.

A most interesting campaign was carried on under the direction of the San Joaquin Valley District of Women's Clubs. Seven county federations called conventions at their respective county seats, on consecutive days beginning April 24. By request of the State Superintendent of Public Instruction, the county superintendents closed the schools on the respective days, and requested the teachers to assemble with the clubs at the county

seats. A representation from the State Committee for Americanization, of which the State Board of Education is a part, spoke on the school question at each meeting, and the following resolution was adopted:

> *Whereas,* The organization of education for the adult is a special problem; and
>
> *Whereas,* There is a law on the statute books of California requiring the teaching of citizenship to aliens between the ages of 16 and 21 who cannot speak, write or read the English language with sixth-grade proficiency; be it
>
> *Resolved,* That ..... County Federation of Women's Clubs endorse the Americanization program of the three state agencies which are combined for Americanization work; and be it further
>
> *Resolved,* That high school principals and city superintendents be urged to appoint one member of their respective staffs, interested and sympathetic toward the problems of the foreign born, to draw up an Americanization program adopted to the local needs.

In April the Commission of Immigration and Housing provided an assistant to this department, who has had special training both in rural and adult immigrant education. She has been making a study of the opportunities in experimenting in one rural school to develop methods of organizing the rural community around the school in places where the residents are largely foreign born. Santa Clara, Alameda and Los Angeles Counties have been investigated and the following letter sent to all county superintendents:

> "The State Superintendent of Public Instruction is anxious to make an experiment in order to develop the best methods of teaching citizenship in a rural school whose constituents are largely foreign-born. It is our belief that this can best be done through the organization of the people around the school as a centre.
>
> "Such organization can only be effectual where there are social agencies such as farm and home demonstrators, a county health board employing a nurse, and facilities for the development of recreation, which may be called upon to cooperate.

"Is there a rural school or schools in your county which you would be glad to see used for such a demonstration? Will you let me know what opportunities are presented of school equipment, teaching personnel and foreign nationalities who could be reached?

"Naturally such an experiment will depend for its success on the support and wise direction of the county superintendent, so that we will appreciate great frankness, and trust that you will not invite us to your county unless conditions make it desirable."

In order to get some indication as to how the compulsory law is being enforced, an investigation was made of twenty-one large industries in San Francisco, and the numbers of foreign-born working in industries compared with those in attendance at night school. The figures are appended.

This state-wide effort described in the foregoing has brought results which are at once gratifying and alarming. It is exceedingly encouraging to find places like Fresno, which has had no adult elementary work in foreign neighborhoods, with three established centers and provision being made for a director of Americanization and two home teachers for next year. Similarly, Pomona and Long Beach have taken directors of Americanization that have been trained in the Americanization institutes and are developing the work splendidly in their own cities. Oakland's determination to enter upon an industrial program in a large way is most encouraging.

The constant calls for help from Ukiah, Watsonville, Santa Ana, Crockett and innumerable other places equally widely scattered shows us how ineffectual the supervision of one person must be and one hesitates to encourage these undertakings without any method of insuring their success.

In order to secure some regional direction of the Americanization work in the schools and discuss the problems of supplementary teacher training, the Assistant Superintendent called a conference of representatives from the state normal schools. At the meeting of normal school presidents in April, it was urged that each normal school appoint one member of the faculty to attend this conference who would undertake three things:

I. Establish training courses in the normal schools in order to equip teachers who would deal with (a) the adult foreigners,

or (b) the child from the non-English speaking home, especially in the rural school.

II. Hold institutes in order to supplement the equipment of night school teachers already in the field.

III. Offer assistance and suggestions to rural teachers concerning (a) proper organization of adult education, (b) problems of the rural school with a foreign-born constituency.

Five normal schools sent representatives, Chico, Fresno, San Jose, San Francisco and San Diego. There were three sessions devoted to "The School and the Immigrant Child, with Special Reference to the Rural School," "The School and the Adult Immigrant," and "Training for Citizenship."

At the first session it was agreed that the school is the natural approach to the foreign-born in the rural community. The immigrant seldom participates in such activities as the rural communities offer for social intercourse and understanding, or for education.

Professor Crocheron reported on the farm bureaus of which 475 are organized throughout the State. Each one is an autonomous group, merely calling upon the University Farm Advisor for such help as it desires. Four hundred and forty-one of these bureaus undertook definite projects for rural betterment last year, 75 of which had to do with the schools. Unfortunately the foreign-born agriculturist who is most in need of this contact with the farmers of his community is seldom a member of the farm bureau. He does not know about the Farm Advisor and seldom calls upon him for help. The farm advisor is so constantly sought by the more progressive members of the locality, that he has little time to urge his services upon those who do not seek them.

There are other resources of the rural districts which the foreigner knows nothing of — the county nurse, the county library, the district health officer, the home demonstrator. Consequently the foreigner who most needs all these services is deprived of them.

The rural school is the one institution which touches the foreign home and might serve as the channel through which the other agencies could operate.

Unfortunately this requires two things of the teacher — a consciousness of the need of building the adult life into the school

program and a knowledge of these rural agencies and the way to use them for her own purpose in reaching the foreign parent. Here, Miss Keppie, Specialist in Rural Education for the Commission of Immigration and Housing, pointed out, is the great weakness in our teacher training courses. The young normal graduate has no sociological perspective that will make her think in terms of the whole community. She does not know anything about these rural social agencies or feel any responsibility in helping to make them function for the parents of her foreign children. She usually regards the immediate problem of carrying out the course of study for the children as her only task. When many of the children do not speak English, she is utterly at sea, because her only chart, the course of study, will not work.

Parent-teachers' associations, mothers' clubs, contacts, organized or unorganized, with the parents, she sees not as an auxiliary to which she can turn for help, but as a further source of trouble. The evils of administration, through which she is inadequately paid and often uncomfortably housed, render her further indisposed to increased effort.

It was the consensus of opinion that the normal school has two responsibilities in this regard; *One,* to see that its students along with additional equipment get the right attitude toward the rural question, and *second,* that some extension work be inaugurated which will give assistance to the girl who is struggling with inadequate preparation, and at the same time give the normal school a better understanding of the problems its students have to meet. There was some question as to whether a training school could do anything to develop the "attitude" of its teachers, but after some discussion led by Dr. Margaret S. McNaught, it was decided that not only was such education necessary, but that it was entirely practical, inasmuch as it was evident that the more social in her viewpoint the teacher became, the easier was her task.

At the session devoted to the "School and Adult Immigrant," Mr. R. J. Miller, of the Commission of Immigration and Housing, pointed out the problems which the immigrant meets which show the need for education to assist him in his American life. Miss Love, formerly of the Oakland School Department, pointed out how difficult is the task of the teacher of adult immigrants because she has had no training in methods of teaching a language

directly, and there are no sources of help. Moreover, the administration of the adult classes as more or less unnecessary appendages of the school system gives the teacher, besides her poor salary, a sense of insecurity and unimportance. Here again it was agreed that if the teacher could turn to the normal school for some additional training, the night school might be a different institution.

Each representative of the normal schools agreed concerning the importance of additional training, and was prepared to recommend to his own institution certain undertakings as a result of the conference.

Following the conference a copy of this report was sent to each normal school president with the appended letter.

The training of teachers has been pushed further through the courses at both summer sessions (Berkeley and Los Angeles) of the University of California. Here, beside the more general courses giving the proper background for an immigrationist, the Assistant Superintendent of Public Instruction has held three seminars in which more than 100 students have been enrolled at Berkeley alone. One seminar is devoted to the problems of the directors of Americanization in the various school systems, and two to the methods of teaching English and the organization of adult classes. The tremendous desire for just such information should encourage normal schools to offer further opportunities.

Much that was hoped for from the year's work remains unaccomplished. There is little change in the attitude of school superintendents who still put teaching in this field on an hourly basis rather than as a full-time professional service. It is encouraging, however, that home teachers are being appointed more and more.

Little progress has been made in industrial Americanization. A few cities like Oakland and Los Angeles are planning extensive programs for next year, but employers have not yet seen any necessity for taking initiative except in isolated cases. This work must be pushed next year.

Much of the success of next year's program will depend upon the possibility of developing local leaders who will take the initiative in seeing that the Americanization activities in the school are pushed forward in a constructive way and the State office called on in emergencies. So long as everything is tied to one or two State officers the structure will be too weak to stand.

STUDY OF 21 INDUSTRIES IN SAN FRANCISCO TO ASCERTAIN NUMBER OF FOREIGN BORN EMPLOYEES

Number factories reporting	21
Total number employees	6,241
Foreign men	1,542
Foreign women	669
Total foreign born	2,211
Number between ages of 18 and 21 estimated by foreman or manager as having less than sixth grade proficiency in English	86
Total number of foreign born between ages of 18 and 21 in night school English classes in San Francisco	34

From the above study it is evident that 21 of San Francisco's industries supply more students for night schools than are now being reached. Employers' guesses about numbers who lack a sixth grade education will always produce figures which fall far short of the fact so that it would be safe to assume that there are twice 86 who would come under the compulsory attendance law. If to this was added all those in the hundreds of industries in San Francisco, the numbers would be enormous.

Obviously with only 34 in the night school, San Francisco should prepare some new and more effectual machinery for reaching the foreign born with American education.

2. Sacramento

Letter from Will C. Wood, Superintendent of Public Instruction, Sacramento, to Hon. P. P. Claxton, U. S. Commissioner of Education, Department of the Interior, Washington, August 2, 1920. (Letter submitted to Committee by Mr. Wood.)

> "The State Board of Education has recently made the completion of a one-year course in American history and civics a requirement for graduation from high school.
>
> "The Legislature passed a law (1919) requiring all persons under 21 years of age, over compulsory school age, who can not read, write and speak English as is required of pupils of sixth grade of elementary schools, to attend evening school

for four hours a week and for thirty-six weeks each year, if they reside within three miles of a night school. A course in citizenship for such pupils is required.

"A part time education law was passed requiring attendance of all youths under 18, not attending full-time schools, to attend part-time classes four hours a week for thirty-six weeks each year provided they reside within three miles of high school maintaining part-time courses. Included in the part-time course is a course in citizenship. High school districts having fifty or more youths subject to part-time education, are required to establish part-time courses.

"A course in citizenship is required in all elementary schools.

"The Compulsory Education Law, amended in 1919, requires all private schools of elementary grade to be taught in English; a course in citizenship is required.

"An assistant superintendent of public instruction, in charge of Americanization work and community organization, has been appointed.

"A plan of co-operation between the State Department of Education, State Commission of Immigration and Housing and the Extension Division of the University of California for Americanization and community organization has been worked out. About 1,000 adults have taken special intensive courses in these subjects, arranged under this co-operative plan. Most of these have been teachers and are preparing for Americanization work.

"In co-operation with the Federal Government, we have undertaken the organization of a program of Thrift Education.

"The employment of aliens, except those who have declared their intention to become citizens, has been forbidden by law since 1890. Since 1919, we have required all candidates for the teacher's certificate to take an oath of allegiance to the United States."

3. San Diego

Letter of Fred D. Finn, Principal, San Diego Evening High School, November 18, 1920, describing local Americanization problem and methods of meeting it:

"San Diego has a population of 74,683 according to the last census. The Americanization work of the city is being

pushed by the Board of Education, through the English and Citizenship classes of the Evening High School. We now have two citizenship classes and five English classes meeting every week. Last year we had seventy-five who completed the course in citizenship and we expect even more this year.

"The business firms and especially the Americanization committee of the Rotary Club have done splendid co-operation work. Of course the women of the Parent-teachers organization have been of great service to us in stirring up the community. More than three hundred have enrolled so far this year.

"The majority of our people are Mexicans, Italians or Greeks. Of course we have the usual scattering numbers from nearly all other nationalities. I am having the best success by securing teachers who are trained as elementary teachers and in addition have a real missionary spirit. Some of our native born need as much enlightenment on the ideals of American citizenship as the foreigners.

"We have used the community sing and motion pictures as well as good lectures whenever possible. This applies to those who can understand the language. All our work centers in the Evening High School and the other organizations send the students to us. I imagine that less than 10 per cent of our population is foreign-born and many of these are already naturalized.

"We have classes at the High School, the Neighborhood House, Franklin elementary school and the basement of the Presbyterian Mexican chapel.

"We have a good many in the Home Economics classes in sewing which are in session in the various elementary schools and conducted by the Board under the supervision of the Principal of the Evening High School.

"Miss Ethel Richardson, State Supervisor, called on us last week and stated we had the banner classes of the State in English and citizenship."

NOTE ON CHAPTER V

Colorado

In subsection I of Section III of this report will be found a chapter on the subject of teacher training and teacher requirements. The following bulletin issued by the Bureau of Americanization of the University of Colorado is also of interest in this connection.

THE NEED FOR AMERICANIZATION TEACHERS

The importance of Americanization is more keenly felt today than ever before. New perceptions of the fundamental elements of American life have lately come into bold relief, and a widespread movement has been initiated to educate both native and foreign-born peoples in these essentials. The scope of the work already embraces a revaluation of our American ideals.

At present, our greatest need is for trained Americanization teachers and leaders who possess the spirit, knowledge and technique for their work. To meet this need, the University of Colorado offers a Training Course in Americanization during the first term of its regular summer quarter, June 14 to July 21, 1920. Dr. Milo G. Derham, Director. Although not limited to them, the course will be of special value to public school teachers, who will be needed more and more in this line of work; for our public school system is, without doubt, the greatest Americanization agency that exists today.

COURSES OFFERED

1. Immigration

A survey of the European background of American immigration, causes of immigration, policy of the Government in dealing with immigration; social, economic, and political effects of immigration. This course deals mainly with the problem of Americanization of the immigrant. Textbook: Fairchilds' Immigration. Louis E. Meader, A. M., Professor of History, Drury College. Law Building, Room 35, 12 m.

2. Americanization and Other Problems of Contemporary American Democracy

This course deals with some of the problems with which American democracy is confronted at the present time. The problem of Americanization will receive particular attention: the rise

of the problem; its general nature and aspects; practical methods and materials of Americanization; principles of success for teachers and workers. Textbook: Bogardus' Essentials of Americanization. Arnold J. Lien, Ph.D., Professor of Political Science. Law Building, Room 2, 8 A. M.

3. Anthropology, with Special Reference to Americanization

An introductory study of the natural history of man; a survey of his physical and intellectual evolution; the main divisions of mankind and their general physical and mental characteristics; the general laws of man's existence and development; chief divisions of primitive culture. All these topics are made concrete with a view to a better understanding of the European races and the American people. Frank E. Thompson, A.B., Professor of Education. Arts Building Room 25, 9 a. m.

4. Democratic Ideals

The philosophical meaning and the practical problems (political, economic, educational) of democracy. Harting B. Alexander, Ph. D., Professor of Philosophy, University of Nebraska. Macky, Room 21, 11 A. M.

5. Social Psychology

A study of personality as socially modified or determined; the effects of imitation; habit and attention; social and personal crises; language; instincts, emotions, sentimentalisms, sentiments and ideas; occupations and institutions. Professor Frank E. Thompson, A. B., Professor of Education. Arts Building, Room 25, 10 A. M.

NOTE ON CHAPTER VI

Connecticut

1. State Activities

Mr. Robert C. Deming, Director of the Department of Americanization, Hartford, under date of September 9, 1920, sent the Committee the new state law on Americanization, which follows:

Chapter 286

AN ACT ESTABLISHING A DEPARTMENT OF AMERICANIZATION

Section 1. The state board of education shall establish a department of Americanization and appoint a director of such department who shall receive an annual salary of three thousand dollars and his necessary expenses. Such director shall have such powers and perform such duties as may be prescribed by the state board of education, but said director shall not be authorized to exercise authority over the conduct of any public school, school board or board of education or any teacher or other employee of any public school.

Section 2. The school committee of any town designated by the state board of education may appoint, subject to the approval of the said board, a town director of Americanization whose compensation shall be fixed and paid by the state board of education.

Section 3. The sum of fifty thousand dollars is appropriated for the two fiscal years ending June 30, 1921, to carry out the provisions of this act.

Mr. Deming stated in his letter that "we have a speakers' bureau of some thirty foreign language speakers of various nationalities, a motion picture produced by this department and any amount of literature, all as aids for local directors."

In 1918, the State Board of Education of Connecticut published a syllabus for non-English speaking adults by Samuel J. Brown which did not come to the attention of the Committee until too late to be included in full in this report.

2. Bridgeport

Mr. S. J. Slawson, Superintendent of Schools in Bridgeport, has sent us the following data in regard to local conditions and steps being taken to meet them. Letter, November 12, 1920:

> "The problem referred to in your letter of October 27 is of very great importance and I shall be unable to give more than a mere skeleton here.

"The population of Bridgeport at the last census was 143,000. I am enclosing a list of nationalities as shown by a study of school children. I have no other figures at hand. The foreign-born working man is employed in practically every industry in the City and there are about five times as many varieties as Heinz has.

"Americanization work in this City is carried on through our public schools, factory classes and church classes. Eight-tenths of the work is being done in the public schools. We have a registration of 1,000 at the present time. All classes, whether in factory, churches or public schools are under the supervision of the public school authorities."

REPORT OF NATIONALITIES IN BRIDGEPORT

	June, 1920.
Born in America	*18,348*
Americans	5,637
English	702
Irish	570
Canadian	242
Austrian	662
French	147
Italian	4,221
Hungarian	2,534
Slavonian	768
Czecho-Slovack	178
Polish	841
Spanish	63
Greek	130
Armenian	107
Russian	2,053
Norwegian	175
Welsh	10
Scotch	182
Belgian	9
Swedish	381
German	397
Finnish	9
Roumanian	67
Lithuanian	254

Portuguese	6
Danish	6
Egyptian	2
Syrian	10
Australian	8
Dutch	18
Bohemian	16
Serbian	5
West Indian	2
South American	2
Turk	2
Swiss	4
Ukrainian	1
Iceland	1
?	27

"*English* 1 — For Foreigners. Of first grade difficulty.

"The object of this course is to teach non-English speaking peoples to read, write and spell easy, every-day English in as short a time as possible.

"Objective teaching, dramatization, using the word as a sign for the thing signified and the sentence as the unit of thought, visualization, conversation, reading, writing, spelling — for a graded list Hunt's 'Elementary School Speller,' Section One (American Book Co.) will be used. Some attention to phonics. Every student should supply himself with a bilingual lexicon, and use it.

"When the student can read understandingly matter of first grade difficulty, he should be transferred to English 2.

"Textbooks: Field and Coventry, "English for New Americans." (Silver, Burdett); Beshgaturian, "Foreigners' Guide to English," (World Book Company); Students' Textbook, prepared by Raymond F. Crist, Government Printing Office, Washington.

"*English* 2 — For Foreigners. Of second grade difficulty.

"A continuation of English 1. More reading, writing, and spelling. Much conversation.

"Discussion, current topics, Elementary Civics — every day relationships from the American viewpoint of life. Talks on personal hygiene and community health.

"Some attention to penmanship. Much attention to spelling. Hunt's "Elementary School Speller," Section Two (American Book Co.), will be used. More attention to phonics. Continued use of the bilingual lexicon. Insistence upon correct form in letter writing.

"Careful gradation of students.

"Textbooks: Plass, "Civics for Americans in the Making" (D. C. Heath & Co.); Sharpe, "Plain Facts for Future Citizens" (American Book Company); O'Brien, "English for Foreigners," Book Two (Houghton Mifflin); Student's Textbook, prepared by Raymond F. Crist.

"*English* 3 — For Foreigners. Of third grade difficulty.

"Special attention shall be given to each of the following: Conversation, reading, penmanship, writing letters, spelling, civics.

"Conversation concerning familiar, everyday affairs, current events, health, civics, etc. Introduction of the newspaper for information and discussion.

"Reading matter of third grade difficulty. Copying letters, notes, etc. Writing original letters — correct as to form, spelling, punctuation, etc. Words for spelling taken from Hunt's "Elementary School Speller;" Section Three (American Book Co.)

"Greater emphasis placed on phonics. Students taught the use of the English dictionary. Elementary civics, family relations, equal rights, associations, organizations, political parties, city government, state government, etc.— detail and amplification according to understanding of class. Hygiene — personal; proper care of children, health of the family and community welfare.

"Textbooks: Chanceller, "Standard Short Course for Evening Schools" (American Book Company). O'Shea and Kellogg, "Health and Habits" (Macmillan); Hoxie and Strong, "How the People Rule" (Silver, Burdett); Students' Textbook, prepared by Raymond F. Crist.

"*English* 4 — For Foreigners. Of fourth grade difficulty.

"Reading, conversation, discussions.

"Fourth grade reading books, histories, newspapers, geography, incidental — as opportunity offers. Hygiene, health notes, cleanliness, care of house; food, drink, disease, accidents. Elementary civics — at least half an hour each even-

ing, considerable attention to immediate everyday, fundamental relationships, rights, and privileges from the American point of view.

"Study of community life and city activities. Need of government. Some attention to the parts of speech and instruction in the elements of English grammar as called for by the evidence and needs of the class.

"Frequent letter writing, oral and written compositions, and thorough discussion of corrections. Study of synonyms and homonyms. Practice in working out the meaning of words. Use Hunt's "Elementary School Speller," Section Four (American Book Co.); also, constant use of the English dictionary.

"Students should be able now to use phonics as a tool, to work out the pronunciation of words.

"Textbooks: O'Shea and Kellogg: "Health and Cleanliness" (Macmillan); Students' Textbook, prepared by Raymond F. Crist.

"*English* 5—For Foreigners, of Fifth Grade Difficulty.

"Much reading of fifth grade matter. 1. Oral practice in retelling; at first, a few sentences, then a paragraph. 2. Silent practice in reproduction, a few sentences, then a paragraph. 3. Oral and silent reading of a short story, practice in retelling, and criticisms by students. 4. Material — newspapers, history, civics, hygiene.

"Composition — oral and written, emphasis upon the oral. Correct forms of expression. Discussions, current events, food regulations, war economies, products, and production centers, etc. Dictation for ear training. Social and personal letter writing. Business correspondence, especially business forms, letters of application, etc. Punctuation.

"Grammar — parts of speech, simple forms, parts of sentences, the paragraphs.

"Spelling — for a graded list, use Hunt's "Elementary School Speller," Section Five (American Book Co.).

"Civics — Reading and discussions.

"Hygiene — Readings and discussions.

"Geography — only incidental.

"Textbooks: McBriden, "America First" (American Book Company); Guitteau, "Preparing for Citizenship" (Houghton Mifflin); O'Shea and Kellogg, "The Body in

Health" (Macmillan); "Student's Textbook, prepared by Raymond F. Crist."

3. Hartford

Mr. Howard Bradstreet, Executive Secretary of the Mayor's Americanization Committee of Hartford, under date of November 9, 1920, sent the Committee the following letter:

"In answer to your inquiry as to the work done in Americanization, in Hartford, it gives me pleasure to state as follows:

"1. *Statistics.*— The population in Hartford in 1920 was 138,036, and increase of 39½ per cent. The figures showing the racial composition in 1920 have not yet been received. Any attempt to quote figures must be entirely from estimates; the largest groups of foreign descent are Italians, Polish, Russian Jews, of whom there are approximately 15,000 or more of each; probably one half of the population is of native born parentage.

"2. *Employment.*— Slavish groups are employed largely in the foundries and rubber companies; Italians in the lighter manufacturing, needle-work and manual labor; Greeks — restaurants and confectionery stores. All are distributed somewhat evenly among the different industries of the city.

"3. *Facilities.*— The public schools furnish evening school instruction in five of the schools. Registration over 1,000; sessions three nights a week. The state has a Department of Americanization which assists to some extent in local measures. The city has organized and finances "The Mayor's Americanization Committee" which assists the work in the public schools and extends it into the factories and homes, especially among the women, and also conducts citizens' classes for men.

"4. *Mayor's Americanization Committee,* 252 Asylum Street, Y. M. C. A., and a considerable number of other organizations working directly in co-operation with the Mayor's Committee, which is a centralizing group. For other communities in this vicinity you are referred to Robert C. Deming, Director of State Americanization, State Capitol, Hartford, Connecticut.

"5. *Suggestions.*— (a) A strong system of evening schools supplemented by extension work in factories, homes and racial groups primarily for instruction in English.

"(b) Recognition of the psychology of the human being which makes people of similar interests naturally grouped together. Into such groups, whether racial or social, inject talks on America or economics, health, recreation, etc.

"(c) One of the most important factors in training for citizenship is to have the native American appreciate that no group should be left out of matters of general interest in the community. The principle of adult leadership as applied in the Boy Scout Movement is equally applicable to the foreign-born, and American clubs, civic or social, should have a committee whose business it is to keep in touch with at least one foreign-born association. The training of citizenship is not a matter for a single person or a single group but is a proposition of general absorption into the public life which needs an open-pored mind on the part of the native born.

"Requirements for teachers:

(a) Personality and interest;
(b) Appreciation of the social background of the work;
(c) Knowledge of the technique of teaching English to the adult;
(d) Sufficient pay to enable the teacher to devote the best energies to the task without overfatigue from other labors;

The Mayor's Americanization Committee has published "The Hartford Handbook for New Citizens — and Old," which gives a brief history of the outstanding events in the history of the United States and of the State of Connecticut; an outline of the United States Constitution and a plan of the American Government; an outline of the Federal, State and City governments in Hartford: and finally information in regard to naturalization, citizenship, voting, etc.

4. Waterbury

Mr. B. W. Tinker, Superintendent of Education in Waterbury, wrote the Committee under date of November 9, 1920 as follows:

"Waterbury has about 100,000 inhabitants.

"The number of people of foreign birth is approximately 40,000; 10,000 Italians, 5,000 Lithuanians, 2,000 Poles, 7,000 Russians and 2,000 Germans making up the large groups.

"The industries of Waterbury are largely those of brass and automatic machinery with numerous branches along these lines.

"For Americanization work, five public schools in different sections of the city, with some 150 teachers are thrown open. Waterbury, for many years, has had not only the largest evening school attendance in this state but the highest per cent of attendance.

"Usually the language groups have been placed together, and at least one teacher speaking the language of the group has been assigned with other English-speaking teachers sufficient to take proper care of the classes. These group classes have consisted of male and female of Italian, Lithuanians, Poles, Russians, and Albanians, the latter group having for the most part left the city.

"Special textbooks and pamphlets have been used. Special classes in Naturalization have been conducted, four groups of about fifty each graduating each year. Six gymnasiums, swimming pools and four rooms in other buildings have been thrown open for their entertainments and other social gatherings.

"For this type of work we appoint teachers who have either received special training or who have been in the past unusually successful in evening school work, and our experience has been that the best results are secured through the public schools, with suitable propaganda, through posters on bill boards, trolley cars, circulars sent through the school children to the home, addresses made in their social clubs, and the cooperation of the pastors of the non-English speaking churches, and we have succeeded in getting a very large number of the foreign-born population interested.

"By furnishing them with our best equipment in the shape of schoolrooms and capable teachers we have succeeded in holding them."

NOTE ON CHAPTER VII

Delaware

In September, 1920, the Service Citizens of Delaware published a report on Americanization in Delaware for the season of 1919–1920, which describes the recent developments of the work previously begun, the earlier phases of which are outlined in a previous chapter. The report follows:

In January, 1919, the Americanization program of the Delaware State Council of Defense was taken over by the Service Citizens of Delaware as a special bureau, still retaining the name "Delaware Americanization Committee." During the six months following, the primary task of this department was the organization of a system of immigrant education which should fill the need until public funds could be appropriated for the work and at the same time serve as a demonstration of the results attainable under a competently organized system. This six months' experiment has been fully described in an earlier report. In July, 1919, when a State appropriation became available for the educational work, thirty compact, successful classes were turned over to the Wilmington City Board of Education, releasing the Service Citizens' Americanization budget for badly needed supplementary activities.

A New Alignment of Forces

Fortunately this division of responsibility for the Americanization program in Delaware has not involved a loss of unity in the purposes and policies of the work itself. The official educational authorities wisely retained the services of Miss Marguerite Burnett, who has organized and supervised the classes for the Service Citizens. During the past year no step of importance has been taken by either office without the knowledge and co-operation of the other. In this report, accordingly, the activities and accomplishments of both departments are described with reference to a single program.

The general purpose of the Delaware program has never altered. That purpose is to bring all the foreign born people of Delaware into the circle of American life; to make America theirs in the sense that they understand its institutions and share its opportunities, and to make them America's by enriching our common heritage with the best that they have brought to us from other

lands. In working toward this objective the task of the educational authorities was obviously to provide the means by which the process of reciprocity became possible; to open the door of our America to the eager and ambitious hundreds who longed to conquer the barrier of an alien speech. And upon the "Delaware Americanization Committee" devolved the responsibility of widening the circle still further to take in as many as possible of the thousands who are prevented by home or working conditions from attending school or who have never even felt the need of closer contact with the American community.

State and Local Boards of Education

Under the "State Aid Bill" passed by the General Assembly in March, 1919, the sum of $15,000 a year for two years was appropriated for the instruction of non-English speaking adults. Classes were to be organized and run under the auspices of the Local Board of Education in each district; costs were to be approved by the State Board and paid from the State treasury. The largest responsibility naturally fell to the Wilmington Board of Education; the authorities at New Castle, Claymont, Stanton and Newport also came under the act. One Supervisor was engaged jointly by all these districts, responsible to them as well as to the State Board.

All of the work outside of Wilmington has been organized since October, 1919.

The State appropriation of $15,000 has been found to be barely sufficient for the actual expense of teaching, janitor service, supervision and routine printing. Matters coming under these heads have been exclusively under the jurisdiction of the educational authorities. Publicity and supplementary activities carried on in the schools were of course essential to the success of the work and were paid for and in part carried on by the Service Citizens.

The Delaware Americanization Committee

For the year beginning July 1, 1919, the Service Citizens appropriated $15,000 for the work of the "Delaware Americanization Committee." The first charge upon this budget has been the supplementary work in the night schools, referred to in the foregoing paragraph. This included provision for publicity, "community evenings" and follow-up calling by the teachers. In addition to these activities, which were really an integral part of

the school work, the Service Citizens' bureau has developed a special department which works with non-English speaking women in their homes and a "Trouble Bureau" to which hundreds of foreign born people have turned in trouble or perplexity. Both of these activities, as well as the work in the schools, are described in detail below.

In November a special committee of Service Citizens was appointed by the director to keep in close touch with the work of the Americanization Department. This committee has held meetings at regular intervals and has been of the greatest value in advising the Executive Secretary and in helping the American community to understand the spirit of the work. Its members are: Mrs. James N. Ginns, Mr. William F. Kurtz, Mrs. Preston Lea, Mr. George B. Miller, Mr. John S. Rossell, Mr. John C. Saylor and Mr. Charles Warner.

Co-operating groups

Numerous organizations in the State have made definite contributions to the success of the program. In New Castle, at a meeting of the leading citizens called by the Mayor, a strong and active City Committee on Americanization was formed. In Wilmington the Child Health centers of the Reconstruction Commission, the Y. M. C. A., the Colonial Dames, Italian Neighborhood House, the Russian Society, the Ukrainian Society, the United States District Court and the People's Settlement gave systematic help in carrying out specific pieces of work. The Chamber of Commerce, the Public Library, the New Century Club, the Daughters of the American Revolution, the Delaware Association of College Women, the Y. M. H. A., the Council of Jewish Women, the W. C. T. U., the Associated Charities and the Red Cross gave hearty and effective co-operation. The Labor Unions have evinced a lively interest in the program.

In all the history of Americanization in Delaware there has been no clashing of the programs of different organizations. This is a very unusual condition, and we believe that the harmony displayed by the groups of workers may have had something to do with the spirit of helpfulness and good-will among the students in the classes.

THE FOREIGN BORN IN DELAWARE

One of the first steps taken by the State Defense Council in formulating its Americanization program in 1918 was an attempt

to ascertain the precise facts about the foreign born people in the State. So far as population was concerned this was an almost impossible task. The census of 1910 reported about seventeen thousand foreign born in Delaware, over one-third of whom came from English-speaking countries. Immigration to Delaware was very heavy from 1910 to 1914, especially from Italy and the Russias; from 1914 to 1918 it was very small. During the war there was a large influx of foreign workmen who entered the steel and shipbuilding plants of the State, but many of these left when production in these plants was cut down again. For this reason the "alien industrial census" taken by the Defense Council in the autumn of 1918, while furnishing much valuable information, is not of great service in determining the actual numbers of foreign born within the State today. Until the 1920 census returns are in, the Committee must depend upon estimates secured from those closest to each national group. The most reliable summary of these estimates would place the foreign born population of the State at about 25,000, two-thirds of which is about evenly divided between Italians and Poles, and the rest composed of British, Germans, Scandinavians, Jews, Hungarians, Greeks, Spanish, Mexicans, South Americans and Portuguese. So many of these have arrived since the war, and so many others were born in territory transferred by the treaty, that the next census will show some startling changes in its list of nationalities.

This immigrant population is almost entirely concentrated in and around the city of Wilmington. A thorough canvass in both lower counties of the State, conducted in the spring of 1919, revealed no appreciable group of non-English speaking foreigners in any community with the exception of Delmar, where fifteen Italian families were reported. During the summer large groups of foreigners are to be found in labor camps in the vicinity of the various canneries. Most of these people are resident of the State of Maryland.

That the foreign born of Wilmington are here to stay is indicated by the fact that in 827 real estate transfers noted in the daily papers during the spring of 1919, 255 of the purchasers had unmistakably Italian, Polish, Russian or Jewish names.

Survey of Foreign Neighborhoods

Far more important than any question as to the actual number of foreign born in Delaware is that of the conditions under which they live. The capacity of the State to absorb its foreign born

residents is measured by its ability to share with them the rounded life of the American community. In how far, the Committee asked itself, are these alien groups being taken into the circle of American interests and activities, and in how far are they living a life apart, steeped in the traditions of the old country? Is the physical and spiritual environment offered by the State to these groups one which will tend to ally them with, or to alienate them from, American life? Where will the foreign-speaking people of the State be living ten years from now, and under what conditions?

If these questions had been faced a few years ago by many communities of New England and of the Middle West, they would not have an "Americanization problem" today. The huge self-sustaining foreign colonies in our great cities and the forlorn, isolated immigrant groups in our little cities are at the same time the effect and the cause of our failure to share the life of America with new arrivals. They grew up because the alien was never made to feel at home in the American community and sought the companionship of his kind; they continue because, having built up a community life of their own without the help or the sympathy of their native born neighbors, our immigrant residents have formed the habit of getting along without us. And we can hardly blame them if they receive a trifle coldly our tardy and sometimes tactless interest in what they have come to consider their personal affairs.

Believing that the growth of such alien colonies in Delaware could be anticipated and prevented from becoming a detriment to both native and foreign born, the committee early began a study of the districts of Wilmington where immigrants live in large numbers. Plans are now being made and put into effect which will make Wilmington a great shipping port in a few years. Undoubtedly the foreign population of the State will grow by leaps and bounds. Now is the time to study the environment which will mold the lives of these people and to make sure that it will afford at least an opportunity for normal contact with American life.

At the end of December, 1919, Miss Sara Libby Carson, of New York City, was asked to make a brief study of conditions and tendencies in the foreign districts of Wilmington in order to aid the Americanization Committee in formulating a future program. Her report dealt with the location of these districts, the nationalities dwelling in each, living conditions, probable future develop-

ment and recommendations as to the best means of filling the need of each district.

Miss Carson's survey deals with six well-defined foreign neighborhoods in the city of Wilmington. The first is to be found in the heart of the city and is inhabited chiefly by single men in rooming houses and by families whose homes are over their place of business; the second is the "Little Italy" of the west side; the third is the Polish community of the southwest side; the fourth is the Polish community of the east side; the fifth is the mixed Polish, Russian and Ukrainian colonies "over Third Street Bridge" and the sixth the forlorn, scattered group of mixed origin to be found "over Eleventh Street Bridge."

Housing conditions in each of these districts, except the west side Polish district, are as bad as possible. In the districts "over Third Street Bridge" and "over Eleventh Street Bridge" there is no sewer system and most of the cellars have water standing in them the greater part of the year. Paving in both these districts and in the west side Italian district has been utterly neglected for years. Unsightly dump heaps are everywhere to be seen. Houses of the worst possible type rent from fifteen to twenty-five dollars a month, and in many cases these miserable buildings have been purchased by tenants, because they feared being required to move and knew that better quarters were not to be had.

In the South Wilmington district ("over Third Street Bridge") a number of attractive homes have been built by the foreign people themselves, but their value is greatly decreased by the failure of the city to care properly for the streets. In general it is found that, though very little encouragement is given to the residents of these districts to keep their places up, they have taken a great deal of pride and interest in doing so, and that, where conditions are bad, the fault lies chiefly with the city which takes it for granted that "foreigners" will not demand anything better.

Turning from the physical environment provided by the American community for its foreign born residents to the mental and spiritual environment offered, conditions are not much better. In South Wilmington and in the district "over Eleventh Street Bridge" there is literally no healthful recreation offered by the city or by commercialized agencies. There are no playgrounds and no moving picture houses. The children play in the muck of the streets and of the dump heaps and on the unprotected railroad track. The young people find their recreation on the streets

or in the pool rooms and stationery stores. Their elders sit on the front steps when they have any time; many of them do not see Market street once a year. The schoolhouses in all these districts were built years ago and are utterly inadequate as to both space and equipment.

Each of these districts except the first, which will be partly crowded out as the business section of the city develops, is the potential nucleus of an alien city within a city, self-sustaining, detached, indifferent to the thronging life of America outside. Two of these districts are served by social settlements, which should be made the channel through which the best of America may be brought to those who have seen chiefly its worst. In the two districts which are separated from the city by Third Street and Eleventh Street bridges there is no such center to represent American life, aside from the dingy school houses. The harbor project, when developed, will make of South Wilmington a huge industrial center which can spread out indefinitely in the direction of New Castle. The people of this district come chiefly from territory which lay within the bounds of the former Austrian Empire. At present they are isolated and lonely, eager for opportunities for contact with American life. Ten years from now they will probably be surrounded by thousands of their fellow-countrymen, leading their own lives apart from the American community.

Miss Carson's report recommends very strongly that a program for dealing with this situation be adopted contemporaneously with the development of the port project. It is in reference to this situation that the Committee has made its plans for school centers for the coming year.

TEACHER TRAINING

One of the greatest handicaps felt by the State and Local Boards of Education as they took over the classes which had been organized by the Service Citizens was the shortage of trained teachers. In Wilmington the eligible list of teachers who had completed the institute course and were willing to do night school work was entirely exhausted by the first year's appointments. There were no trained teachers for outlying districts.

Fortunately, the Educational Bureau of the Service Citizens had undertaken to supplement the Summer School Course at Delaware College, Newark, with some particularly valuable teacher

training work, and an Americanization course was made part of this program. Twenty-one women completed this course, several of whom were available as teachers in the fall.

The small number of teachers trained at this Institute was due to the fact that most of the students at the Summer School were from rural communities where there was little likelihood that Americanization classes would be established, while city teachers who wished to take only Americanization work were obliged to commute to and from college. The course was exceedingly valuable, however, in interesting scores of teachers who attended part of the lectures but did not seek a certificate. Each of these teachers carried home some notion of the meaning and importance of a sane Americanization program and helped to interest the people of her district in what the State was doing for its foreign born. This interest has already borne practical fruit in the helpful attitude of many local communities toward the isolated foreign families scattered throughout the State and toward the hordes of Italians and Poles from Maryland who invade many Delaware towns during the canning season.

However, the supply of trained teachers was still so small that teachers without special training had occasionally to be used as substitutes during the winter of 1919-1920. Accordingly, a second institute was held in Wilmington in the spring. Forty-nine men and women enrolled in this course, twenty-three of whom completed it. An interesting and encouraging feature of this registration was the fact that two-fifths of those enrolled were persons outside the teaching profession.

The program for this course appears in full in Appendix A. The plan was to have general problems connected with the foreign born and certain specific problems of method handled by well-known authorities from outside, and the detailed presentation of teaching methods by the local supervisor. Among the eminent authorities who lectured were Prof, Herbert Adolphus Miller, of Oberlin College; Dr. John J. Mahoney, Director of Americanization for the State of Massachusetts; and Miss Esther Everett Lape, of New York City.

The significant development of these later training courses has been the progressive tendency toward increasing facilities for observation and practice. Every student who completed the course visited typical night school classes for immigrants, both for beginners and for advanced pupils. Demonstration lessons in

Spanish were given by the Supervisor, and several periods were devoted to practice teaching. Demonstrations of recreational work were given by experienced leaders and each student was required to assist at at least one night school party. Each student also made a survey of one of the foreign districts of the city, studying not only conditions but the agencies at work to improve them.

While the financial burden of these Institutes, except that of the assembly space, has been borne by the Service Citizens, the bulk of the time and energy expended has come from the Supervisor's office. As a result of the combined efforts of both staffs, an adequate supply of teachers, equipped to cope with the human as well as the pedagogical problems of the night school class room, will be ready to enter the schools in the fall.

ADVERTISING THE SCHOOLS

On October 6th classes in English and citizenship for the adult foreign born reopened in Wilmington under the control of the City Board of Education. In planning the publicity campaign which preceded the opening, both the Committee and the Supervisor relied far more on the solid achievement of the year before than on spectacular advertising methods. Four hundred and sixty-two pupils had finished the first year's course in June. They knew better than any one else what it had done for them and what it could do for others. They also had the advantage of speaking the language and understanding the point of view of those who most needed instruction.

The Student Advisory Council

Accordingly, on September 19, a student conference was summoned by the Supervisor to advise her as to the best plans for the coming campaign. This group was made up of representatives from each of the thirty classes already organized. It showed a ready grasp of the problems presented to it, made concrete and valuable suggestions and then did its share with real enthusiasm toward carrying out the plans adopted.

The Reunion

The most interesting result of this conference was the "Reunion" held in the High School auditorium on September 30. To this gathering all the men and women who had attended classes regularly the year before were invited by letter, and each

was asked to bring a friend. Each school had its special seats reserved in the hall and each had its own registration booth, set up and decorated by the students themselves.

The decoration of these booths was an event in itself. There was keen rivalry between the different schools. Each booth, the pupils decided, ought to carry the colors of America as well as those of all the mother countries of all the pupils in the school. The result was a glorious riot of color, which lent an air of festivity to the whole proceeding. After the formal meeting, at which all sang the songs they had sung together the year before, looked at the stereopticon views of classroom work and school celebrations and listened to explanations in English and in foreign languages, there was great rivalry as to which school should secure the largest number of registrants, and several made a really remarkable showing.

Posters and Booklets

The posters used in this campaign were based upon the same principle of utilizing existing interest. There were three of them, all showing enlarged photographs of scenes in Wilmington night schools. The first showed the commencement exercises of June, 1919, and bore the inscription, "Under the Flag of America, people of many nations are brothers together." The second showed a classroom converation lesson marked, "Can you speak English well? These men are learning to talk together in English, the language of America." The third showed a party group, with the admonition, "Make the night school your club." Under each picture was a statement as to the work done in the schools and a complete list of centers where classes were held.

The posters were printed in Italian, Polish, Spanish, Russian, Yiddish and Ukrainian — none at all in English. They did exactly what was expected of them. Wherever they were displayed an eager group could be seen exclaiming and gesticulating. A proud pupil would be explaining to the uninitiated exactly what the school was all about; everybody would be seeking to identify some acquaintance in the group pictured.

Another very successful advertising medium was a descriptive booklet giving in detail the material covered by beginning, intermediate and advanced courses. This booklet was modeled somewhat upon the elaborate catalogues issued by firms advertising correspondence courses in English. The Supervisor had come across so many men who had been dazzled by such announcements

and paid out fifty or one hundred dollars a course, only to find that the material presented was far beyond their grasp, that it seemed worth while at least to experiment with this sort of advertising. The booklets were printed in Italian, Polish, Yiddish, Spanish, Greek, Russian and Ukrainian and were illustrated from classroom scenes.

Other Publicity

In this, as in the preceding campaign, the industries and the public schools took an active part. All industries where foreigners were employed displayed posters and booklets; several registered their own employees. In the schools, pupils who worked actively to bring non-English-speaking adults to the night school were proud to display the button which designated them as "Uncle Sam's Helpers." Copies of Dr. Patri's "Letters From Uncle Sam" were distributed by school children as before.

Wishing to test the efficiency of the various publicity methods used, the Committee asked all teachers in the Americanization classes on one evening in March to ask each pupil present what had first interested him in the night schools. The results follow:

Pupils first interested through a poster	79
Pupils first interested through friends	74
Pupils first interested through employer or foreman	45
Pupils first interested through a booklet	29
Pupils first interested through wife or children	26
Pupils first interested through a call or personal letter	26
Pupils first interested through racial organizations	20
Pupils first interested through the church	13
Pupils first interested through a newspaper	11
Pupils first interested through a lighted sign outside the school	8
Pupils first interested through the Service Citizens' Trouble Bureau	5
Total answering questions	336

ORGANIZATION

When the Wilmington classes opened on October 6th, 544 pupils presented themselves for instruction and became regular members of the classes. As before, a number registered through the industries who never came to school and a number came two or three nights and then dropped out. This latter group of temporary

registrants was very much smaller than in the first year, partly because the curiosity seekers had been satisfied already and partly because the employment of extra registrars during the first week made it possible for the teachers to make the early lessons interesting and valuable to all who came.

Of the pupils who had attended regularly the year before, all but 230 returned. The Americanization Committee made a special study of these cases of failure to return and was able to get at the cause of 189 cases. These causes are tabulated in Appendix B and would seem to justify the following conclusions:

Of 189 *pupils who failed to return:*

10 had reasons showing dissatisfaction with the schools.
52 had excuses, but might conceivably have attended.
127 could not possibly have been expected to attend.

This showing was another demonstration of the interest of old pupils, on a faith in which the publicity campaign was based.

Campaigns in Other Districts

As soon as the work in Wilmington was under way, definite steps were taken in other Delaware communities where a brief preliminary survey had established the fact that at least ten non-English-speaking adults desired instruction. The organization of these outlying districts was somewhat hampered by the difficulty in arranging for meeting-places, teachers, and equipment. Americanization classes began work in New Castle on November 24th, in Newport on January 26th, in Stanton on January 28th, and in Claymont on March 1st. Each course was preceded by a publicity campaign with posters and other material similar to those used in Wilmington. In New Castle and Claymont, pupils from the Wilmington classes were of the greatest assistance in explaining the work to prospective pupils.

The foreign colonies of New Castle are on the outskirts of the town, isolated from the American community and housed in dingy, rows of brick dwellings. The colonies are known as " Shawtown," where most of the Italians live, and " Dobbinsville," where the inhabitants are chiefly Polish and Russian. Americanization classes in these neighborhoods have had little to compete with and have been greatly benefited by the work of the city Americanization Committee and by assistance from the industries. Overtime work in one of the plants has made attendance at the Dobbinsville

School somewhat difficult, but the record at Shawtown has been phenomenal.

In Newport it was found impossible to enroll ten pupils who were able to attend regularly, and the class was amalgamated after six lessons with that at Stanton. In Stanton a small but enthusiastic group met regularly in the Grange Hall until May.

In Claymont the problem is largely one of industrial Americanization. The foreign born men employed in the great industries near Claymont and Naamans are almost all of the "floating labor" type. The industries have all experienced a very large turnover of their foreign labor and have found it almost impossible to give it anything to tie to in the local community. The employers have recognized that the opportunity to learn English might furnish such a tie, and have given every encouragement to the Supervisor in the organization of classes. The attendance at the classes has not been large in proportion to the enrollment, because constantly changing shifts make regular attendance impossible. The interest of the men, however, has been very eager. Following their "graduation exercises" in early July, they sent a request to the Claymont Board of Education for the organization of a pay school during the summer months. Two such schools are now in operation in Claymont. The real solution for the problem presented by changing shifts is the employment of a full-time teacher in connection with each plant, who could conform to the changing schedules.

An interesting feature of the Claymont School has been the organization of classes in the barracks provided by the Worth Steel Company and National Aniline Company, respectively, for their foreign laborers. This policy of using other than public school buildings for the classes has been continued in Wilmington and adopted in other districts where the location of school buildings or their lack of electric lighting made them unavailable. Following is a list of the centers used throughout the State. (For statement by districts see Appendix C.)

Public Schools	8 centers,	21 classes
Social Centers	6 centers,	11 classes
Racial Halls	2 centers,	5 classes
Federal Building	1 center,	1 class
Grange Hall	1 center,	1 class
Barracks	2 centers.	2 classes
Total	20 centers,	41 classes

Wilmington and New Castle classes were held on the first four nights of the week during the winter term and on two nights a week, with occasional community nights extra, during the spring term. In Stanton and Claymont the difficulty of securing teachers and meeting places reduced the sessions to two a week and three a week respectively.

Attendance

The attendance record of all these schools shows a genuine and growing appreciation of their value by the foreign-speaking peoples. In Wilmington the initial registration was considerably less than during the first six months' experiment, but the actual attendance was about the same after the first few weeks and a larger proportion of pupils stayed through the course, as a study of the graph on the opposite page will show.

Following is a summary of the facts taken from the Supervisor's report to the State Board of Education for 1919-1920. (For complete statement by months, see Appendix D.)

WILMINGTON	Winter Term	Spring Term
Total registration	971	367
Registrants who never attended	133	0
Registrants who attended less than 4 nights	100	18
Regularly enrolled	738	349
Number discharged	257	72
Number attending at end of term	481	277
Average attendance	324.39	195.75

NEW CASTLE	Winter Term	Spring Term
Total registration	71	34
Registrants who never attended	9	0
Registrants who attended less than 4 times	9	1
Regularly enrolled	58	33
Number discharged	16	6
Number attending at end of term	42	27
Average attendance	31.10	24.89

STANTON and NEWPORT	One Term
Total registration	23
Registered, but never attended	10
Attended less than 4 sessions	1
Regularly enrolled	12
Discharged during term	2
Working register at end of term	10
Average attendance	5.74

CLAYMONT	One Term
Total registration	86
Registered, but never attended	0
Attended less than 4 sessions	18
Regularly enrolled	68
Discharged during term	16
Working register at end of term	52
Average attendance	17.37

Analysis of Losses.

The plan of paying teachers for time spent in calling at the homes of pupils who had dropped out or were attending irregularly proved so successful during the first six months of 1919 that it was continued by the Delaware Americanization Committee after the class work had been taken over by the State. During the school year the Committee paid for 686 calls on 336 pupils, 198 of whom returned to class and 138 of whom were finally discharged.

In Wilmington reasons were found for 227 discharges from the schools. They were very similar to those found last year, though their relative importance is changed somewhat. Here is a comparative statement for the two years. (For complete table of losses for 1919-1920, see Appendix E.)

	In 226 Cases Jan.-June, 1919	In 277 Cases June, '19-Mar., 1920
Completion of citizenship course or transfer to school outside system.	....	13%
Removal from district or city	32%	42%
Employment conditions	27%	19%
Sickness of self or family	16%	5%
Other interests (trouble at home, repairs, gardens, recreation)	20%	12%
Transfer to other classes, with resulting loss of interest	3%	5%
Discouragement and exhaustion	2%	4%

It is hard to account for the increase in departures from the city and the decrease in industrial trouble, except by assuming that the schools have this year reached a larger proportion of floating workers than they did before.

In general, the attendance at the classes has been benefited, as we had expected, by a closer acquaintance between teachers and pupils and by growing facilities for meeting their needs.

INSTRUCTION IN CITIZENSHIP

In every class in the State the course of study included the material on the government of city, state and nation that should be grasped by every one coming in contact with American institutions, whatever his citizenship. This instruction covered fundamental conceptions of liberty, self-government and the relations of the individual to the State, in addition to concrete information as to the public agencies with which the average resident of Wilmington comes in contact.

In giving this information and in helping their pupils to think about fundemental problems of democratic government, the teachers made no effort to induce any alien to seek naturalization. But the natural result of this educational work, and of the knowledge that the schools and the Americanization Committee stood ready to assist any one who wanted to take out "papers," was an increase in the number of pupils who sought naturalization. As nearly as can be ascertained, 79 pupils in the schools filed a "Declaration of Intention" and 64 took out final papers during the year.

A special class for intensive study of the Constitution of the United States was conducted in the Federal Building with the permission of Postmaster English. Only those who had filed their Petition for Naturalization were eligible for instruction in this course.

There was naturally a great deal of variation among the members of this class as to general education and knowledge of English. An assistant teacher was employed to give special help to illiterates and others with a limited knowledge of English.

No printed text, aside from the Constitution and the Declaration of Independence, was used in this course. Special lesson sheets were prepared by the Supervisor and used in loose-leaf notebook form.

In giving to pupils the knowledge essential to an intelligent exercise of the franchise, the Americanization Schools of Delaware have been faced by a dilemma which has been greatly recognized by teachers everywhere who are interested in education for citizenship. Nine petitioners out of ten are more interested in the practical problem of learning how to answer the questions on the Constitution which will be propounded to them in court than in getting a knowledge of the fundemental facts which would enable them to vote intelligently on the great problems facing the people of America today. The law says the applicant must have a knowledge of the Constitution. It takes time for the teacher to give him this, especially if he must overcome the handicap of a meager English vocabulary. Few applicants enter the special citizenship classes in time to absorb this knowledge and at the same time make a real study of problems which will confront them as voters. And yet the teacher cannot conscientiously give a man the information which may make him a voter unless he gives him enough more to make him an intelligent voter. One hundred and five men were enrolled in the "Petitioners' Class" during the winter and spring terms, with an average attendance of 24 sessions. How could a teacher be expected to fit a man for American citizenship in this time?

This situation is being met in several ways:

(1) This average of attendance does not represent the average of petitioners *admitted to citizenship*. Those who have given only a few nights to preparation are naturally less likely to convince the court of their fitness for citizenship. Both the Judge and the Examiner are furnished with the complete attendance record of each man at the time of the hearing.

(2) The Judge of the Federal Court, the Honorable Hugh M. Morris, has laid special stress on the applicant's grasp of the fundamental principles of citizenship as even more important than a knowledge of the Constitution. With this tendency, the Examiner of the Bureau of Naturalization, Mr. John C. F. Gordon, is heartily in accord. Since the schools have been in operation the court has been constantly stressing the value of the more thorough preparation now available to applicants until word has gone out among those interested that mere cramming for an examination is no longer of any avail to the petitioner. He must get more, somehow.

(3) Facts about the government and history of the United States were brought out by the teacher not as things to be memorized, for their own sakes, but as illustrations of fundamental principles. In this way the spirit rather than the letter of the law has been emphasized.

(4) As time goes on, more and more of the applicants for citizenship find their way into the regular classes where fundamental principles of self-government are part of the curriculum.

(5) Several of the "graduates" of this course who have been admitted to citizenship came to the teacher and asked him to meet with them from time to time in order to continue their preparation for their new responsibilities. This request was granted, and these "Citizen Alumni" have been meeting at monthly intervals, care being taken to preserve the strictly non-partisan character of the instruction.

None of the activities of either the Board of Education or the Americanization Committee shows more tangible results than the work of training for citizenship. That the sympathy and co-operation of the Court have had much to do with these results is shown clearly by the following letter written by Judge Morris to Mr. George B. Miller, President of the State Board of Education, and quoted with his permission:

June 18, 1920.

George B. Miller, Esq.,
President State Board of Education,
Wilmington, Delaware.

My dear Mr. Miller:

I have your letter of recent date asking my opinion of the work done by the Americanization schools. I have closely observed the work of these schools as reflected in the applicants for citizenship and I cannot speak too highly of what is being accomplished by them. The foreigners attending these schools show a spirit differing vastly from the spirit of the great majority of those who have not been under their influence. They are giving to the foreigner not only a knowledge of American institutions but a belief in them and that through them rather than through the absence of government they may enjoy the greatest liberty. To my mind they are supplying one of the most pressing needs of the present time. I know that a discontinuance of these schools would

be a distinct loss so far as naturalization proceedings are concerned and I feel that their discontinuance would be even a greater loss to the foreigners resident here and consequently to our people and government. May I also add that in my opinion the results accomplished by the schools are in a very great measure due to the exceptional ability of those in charge?

Yours very truly,
(Signed) HUGH M. MORRIS.

SELF-GOVERNMENT AND SELF-EXPRESSION

There seems to be a curious notion abroad that the foreigner must somehow be "Americanized" in spite of himself; that we can and ought to do something to him that he doesn't want done to him, because it is necessary for the safety of the State that he shall be made into an American.

This conception of Americanization is so stupid and so futile that thinking people would not bother with it at all were it not for the fact that its constant reiteration has misled some of us and antagonized the rest of us until we are all being distracted from our real task, which is the planting in the hearts of all who live under our flag an understanding love for America. No one can make a man love America by ordering him to do so on pain of deportation or by teaching him to scorn the gifts his mother country gave him. It is impossible to win love by compulsion any more than to wrench the flower from the seed; the most that can be done is to prepare the soil where it may grow.

Nothing mattered more to the framers of the Delaware Americanization program than that it should not be something imposed upon the foreign born people from above, but a genuine expression of their own desires and aspirations. It was believed that this could be done in two ways: by respecting and helping others to respect the old country tradition of each group and by referring to the students for decision matters which concerned them primarily.

The Student Advisory Council

The advice and assistance given by the representatives from the classes who were called together at the time of the campaign proved so valuable that it was decided to form a permanent organization of regularly elected delegates from the schools. This was finally achieved in January, and the first meeting occurred on

February 13th in the office of the Service Citizens, with 29 delegates present. The Executive Secretary and the Supervisor acted as temporary chairman and temporary secretary for the first meeting, after which regular officers were elected by ballot.

It was carefully explained to this group that the schools were being maintained and controlled by the citizens of Delaware, to whom the Supervisor and teachers were primarily responsible, but that they belonged in another sense to the foreign-speaking people, whether citizens or not, for whose use they were established, and that so far as possible the Supervisor wished to be guided by them as well as by the educational authorities in making her decisions. This frank statement of the limitations of the Council's authority was felt to be essential to its success. Grown-up men and women cannot be kept interested for long in a mere imitation of self-government; they must not be asked to make decisions that are not real and binding. There was never any pretense of submitting any question to the Council which the Supervisor was not prepared to decide by its vote. If she was merely seeking information to guide the Board of Education in making some decision, she said so very plainly.

Questions on which the Council made real decisions included hours and days for night school sessions, detailed programs for the Reunion, Commencement Exercises and the Picnic and the levying of a small assessment for incidental expenses. Questions submitted for discussion but not final decision concerned printed matter, teaching methods, text-books, etc.

The meetings of the Council were conducted entirely in English and in strict accordance with a somewhat simplified parliamentary code. Fundamentals of procedure were emphasized, but complicated points of order were avoided. All questions of parliamentary law were referred to the Executive Secretary for decision. The delegates took infinite pride in the conduct of these meetings. Particularly interesting was their sense of responsibility to their constituents, which frequently involved postponement of decisions until the question could be referred back to the classes.

Night School Clubs

The election of representatives to the Student Council and the assembling of the schools to hear the reports of delegates and to instruct them how to vote involved at least a degree of organization within the night school classes. Except where an experienced

club worker could guide these groups, formal organization was not attempted; for many are the pitfalls besetting the path of the unwary teacher who has not learned to guide such an experiment away from the evils of boss rule and of religious and political controversy.

Two such clubs were organized in the schools during the year under expert supervision. They were composed of all the pupils in Number Eight and Number Fourteen Schools, respectively, and met regularly on Thursday evenings. At American House a club of Spanish-speaking men was formed, which included pupils from three schools and some who were not enrolled in classes; this club met on Friday nights, when school was not in session.

Each of these clubs elected its own president, vice-president, secretary, treasurer and social committee. Dues were five cents a month in the Night School Club and 25 cents in the Spanish Club; all funds were collected by the treasurer of the club and banked with the Americanization Committee. All business was conducted in English; but where there was any possibility of misunderstanding the motion was stated and explanations were made in the foreign language as well. (For the constitution of one of these clubs, see Appendix H.)

These self-governing organizations not only served to give the pupils a voice in the management of the schools, but furnished valuable laboratory work in citizenship. The achievement of a purpose by an orderly procedure, the submission of the will of the individual to the will of the majority, the selection of representatives and holding them accountable — all these experiences were vitally significant to men and women eager for self-government but unused to its technique. Others, who already understood the principles involved, were particularly glad to master the English of parliamentary forms, in order to take a larger part in the leadership of lodges and labor unions.

At first the English involved was formidable to some, but it was mastered in a surprisingly short time. The Italian vice-president of Number Fourteen School Club was obliged one evening to take the president's chair and electrified his teachers by announcing triumphantly at the close of the meeting, "We are all Germans:" instead of the customary "We are adjourned." But it was not many weeks before he was able to take a prominent part in the deliberations of the central Council.

Our experience with these clubs has convinced us that if they are properly safeguarded against manipulation by cranks, politicians and rowdy elements — that is to say, if the will of the rank and file of class members is allowed to prevail — no better means can be found of helping new arrivals to understand the meaning of citizenship and to take an active part in the life of the community. It is the plan of the Committee to develop such clubs far more extensively during the coming year under trained supervision.

Community Gatherings

In attempting thus to make the Americanization program of Delaware the genuine expression of the hopes and ideals of the foreign born people, we have found no more effective plan than that of gathering together all the members of the classes and their friends in a community meeting in which the American people join as well. In this, the second year of the experiment, it has been possible to have these programs planned and carried out very largely by the pupils themselves. Guided by last year's experience, they were eager to "show everybody what the schools can do."

There were four general gatherings of the Wilmington pupils during the year. The reunion at the beginning of the term and the picnic at the end were more or less family affairs to which the general public was not invited. The gatherings in the honor of new citizens and the commencement exercises belonged to the whole community, native and foreign born.

The citizenship meeting was held in December immediately after the quarterly naturalization hearing at which a number of night school pupils had been granted their "papers." It opened with a processional of the new citizens, new declarants, and a guard of "Citizen Alumni" (members of the classes who had already been naturalized). At a similar meeting in the spring of 1919, there had been a number of speeches in foreign languages. The Student Council, however, voted against this plan, on the ground that "everybody wants to understand everything," and asked instead for short speeches in English. Accordingly, this part of the program consisted of a brief symposium on "What American Citizenship Means to Me," led by ex-Governor Charles R. Miller, and followed by three of the new citizens. Naturalization certificates and "first papers" were presented to the pupils by Mr. H. C. Mahaffy, Deputy Clerk of the Court.

At the clase of the winter term, in March, 1920, the second annual Commencement was held in Wilmington. This program also was planned by the Student Advisory Council. It included the songs of America and of most of the homelands represented; speeches by pupils, each representing one school; special numbers by Russian, Portuguese and French groups in costume and the presentation of diplomas. Four hundred and fifty-one of the four hundred and eighty-one still on the roll of the schools were present, aside from members of their families and pupils who had dropped out during the term. And this time many of the most representative citizens of the American community were there to offer their congratulations.

Even more representative than this Wilmington audience was that at the New Castle commencement, where almost the whole town turned out to honor the graduates. And at Stanton, and later in the open-air exercises at Claymont, although the classes were small, the people of the town took the greatest pride and pleasure in the simple commencement exercises.

Some of the speeches delivered by the "graduates" on these occasions have been printed in booklet form under the title, "Voices of the New America." Even in cold print they are an eloquent answer to those who distrust or discredit the spirit of the foreign born. They tell of lonely struggle and bitter disappointment, but they breathe an unfaltering faith in the integrity of America and an ardent desire to serve her faithfully. Those who heard the speakers and watched the shining faces of their eager listeners carried away a deep conviction not only that our immigrants are not a menace, but that they bear in their hearts and in their hands the gifts that every nation needs above all others — vision and power.

COMMUNITY EVENINGS

"That happy night," the Russian Hall School pupils named it, after wrestling unsuccessfully with its more formal title. And the name stuck, because it summed up so simply the successful results of a carefully planned experiment.

The beginnings of that experiment, made while the classes were in process of organization, have been described in a previous report. Their success made it clear that the committee could supplement the educational work in no better way than by continuing and developing the recreational activities already begun in the schools.

In September, 1919, the Americanization Committee secured the services of Miss Laura E. Dixon, who had had extensive and successful experience in recreational work with foreign born people. Miss Dixon's special responsibility was for the work with mothers in their homes, but she has also, with the Executive Secretary, planned and supervised a large proportion of the Community Evenings in the night school classes. On all of these evenings, the Board of Education has paid for the time of teachers and janitors, while the Americanization Committee has furnished extra workers and has met incidental expenses.

During the ten months from September to June the Americanization Committee took part in carrying out 40 parties and 109 community evening programs in nineteen different centers, at which the total attendance was 3,484.

Pictures

The usefulness of the stereopticon in these programs was very much increased by the purchase by the Board of Education of a baloptican for each section of the city. A library of slides was acquired, covering all the more dramatic events in the history of America and in the lives of famous Americans, travel pictures depicting the beauties of America and of the countries from which new Americans have come, and interesting glimpses of the world's work as it is carried on today in our great industries. We have found that a very few of these slides, presented by some one who understands the foreign-speaking audience and knows how to adapt his vocabulary to the pupils, provide the material for a very successful evening.

Through the co-operation of Mr. Frank P. Mitchell, Americanization Secretary of the Y. M. C. A., who generously offered to adapt his program to supplement those of the schools and of the Americanization Committee, moving picture programs were introduced into all the schools. These proved exceedingly popular with the pupils and, indeed, with the whole neighborhood, which thronged to see them, and demonstrated again a pathetic dearth of clean recreation for the people of all classes and nationalities.

With both stereopticon and moving picture program there was usually music. Sometimes a carefully prepared program was arranged by a student committee, and sometimes everybody sang together songs of the old country and of the new. Of the American songs, the "Battle Hymn of the Republic" and "America the Beautiful" easily ranked first in the affections of the people,

and next came "Old Black Joe." "My Bonnie Lies Over the Ocean" was always a favorite, probably because the statement was literally true for many of the men. "Sweet and Low" also revealed itself unexpectedly as peculiarly a song of the immigrant. Familiar rounds like "Scotland's Burning" and "Are You Sleeping, Brother John?" were hailed with vociferous delight. "'Twas Friday Morn When We Set Sail" seemed to appeal to the universal love of folk lore.

As usual, there were groups which were very shy about embarking upon any recreational program. When it was announced in October that the Committee would assist in planning a Hallowe'en party for any school which wanted one, several teachers were sure that their pupils would not even consider such a thing. But without exception every school that tried the experiment found it successful.

In one school where the vote in favor of a party was close and the teacher herself was very dubious, the Hallowe'en festivities took every one by storm. "When we goin' have another party?" Mr.. S., leader of the former conservative group, broke "the ice cream silence" to ask. "I don't know," replied his teacher, "when do you want one?" "Next week!" came the joyful chorus. And though it was not possible to plan parties quite as frequently as that, some sort of a social gathering was held in that school every week thereafter until the end of the term in March, under the personal supervision of the Executive Secretary.

The experiment with recreational work in this particular school was of unusual interest, because many of the pupils were heads of families. Through the co-operation of the teachers, both of whom taught the children of these men in the same school during the daytime, it was possible to work through the children to some extent. At the Christmas party of the night school these youngsters entertained their parents with the ancient carols and folk dances of the old country.

Many of the parties given in the schools were associated with the celebration of some holiday, Hallowe'en, Thanksgiving, Christmas, New Year's, St. Valentine's Day, Washington's and Lincoln's birthdays, Easter and May Day were all the occasion of special festivity in one or more of the schools. A suggestive program for each of these occasions was prepared by the Service Citizens' Committee and adopted with variations to fit the needs of

individual schools. Suitable decorations were also made up by the Committee and loaned to one school after another. Refreshments were paid for by a small assessment levied by the pupils. While infinite pains were taken by the workers in making these arrangements, every effort was made to demonstrate that it is possible in America, as in the old country, to have a good time without a great deal of expense; in the majority of cases a twenty-five-cent assessment was found to be ample to pay all bills.

Social dancing was not entirely successful for party programs because many of the pupils did not know the steps and it was almost impossible to provide partners for all the men. Where there was a demand for it, the best plan proved to be to have the dancing at the close of the evening, after refreshments had been served. Then those who wished to slip out were free to do so.

The old-fashioned country dances, dear to the hearts of our pioneer fathers, made a strong appeal to these modern pioneers. At Dobbinsville, where the schoolroom is a store and no piano was to be had ,we called in a master of the old time fiddler's art, and old and young tripped joyously together to the measures of "Turkey in the Straw," "Pop Goes the Weasel," "Old Dan Tucker" and "Soldiers' Joy."

One delightful feature of these social gatherings, especially toward the close of the year, was the presence of American guests, who united happily and helpfully with the pupils and their friends. The foreign born groups were surprisingly pleased and touched by the acceptance of their invitations, and the mutual understanding and appreciation engendered by these contacts have proved infinitely valuable to both groups. This has been noticeably true in the Dobbinsville and Shawtown schools, where members of the New Castle Committee, both men and women, have mixed in courteous and comradely fashion with their foreign neighbors. No amount of expert instruction in English and citizenship can teach the immigrant what he learns of America from one such frank and simple demonstration of democracy and good will.

WORK WITH FOREIGN MOTHERS

When the Americanization Committee, seeking to supplement as well as to aid the work of the schools, began to reach out to those still outside the radius of American influence, its first thought was naturally of the immigrant mother, who so seldom has a chance to share in the life of the new country. It is she who

most often bears the brunt of the family's struggle to establish itself, and it is she who is last to reap the reward of the struggle. She has toiled and scrimped and suffered to make the journey possible, only to find in the end that her husband and children have somehow reached the Promised Land without her; they know something of its riches through the shop and through the school while she, shut in at home by family cares and by tradition, is still living in the old country of her girlhood.

Our easy-going theory that by 'Americanizing" the child of foreign parents in the school we shall Americanize his home has proved a dangerous fallacy. The arrogance of the child in whom our attempt to use him as a medium of instruction for his foreign born parents has bred contempt for their authority is a far more dangerous source of "Bolshevism" than any ideas his elders may have brought with them from Europe. "Did your mother say you might?" asked a social worker recently of an eight-year-old youngster. "For why should I ask her?" was the answer; "she's a greenhorn!" And since the days of Liberty Loan campaigns many a foreign born mother has known the anxiety expressed by a Jewish woman who complained to the writer: "Mine child of ten no more says 'please' to me. She says, 'You got to; the teacher says you got to."

The only way to remedy this situation is to reach the mother directly and to give her a knowledge of American life that shall release her from her dependence on her children. If she realizes that this can be done for her, she is eager to co-operate in the program.

Social Contracts

This program need not necessarily be primarily educational. In the first place, so many European women have never been to school that they magnify the difficulties of mastering the three R's and often do not consider such knowledge really essential. In the second place, their fundamental need, and the one of which they are most often conscious, is a social need. Like most human beings, they prefer being appreciated to being instructed. They need to get out of their homes now and then and see something of the new world that their husbands and children are seeing every day. Such contacts once established, the demand for instruction usually follows. But even when it does not follow the main point has been gained — the immigrant mother is sharing, however little, in the life of America.

Realizing the value of working out from some point within the local neighborhoods rather than swooping down upon them from outside, the Committee early established co-operative relations with the Child Health Centers of the State Reconstruction Commission. These centers were already known to the women near them as friendly places where helpful people, interested in their children, were to be found; the nurses connected with them were welcome in the homes of the neighborhood and were coming to know its life intimately. It seemed reasonable to assume that the Americanization Committee could profit immensely by utilizing the foothold gained by the nurses and at the same time could be of service to the centers by adding social and educational opportunities to those already enjoyed by the mothers who attended them. This expectation has been realized through the cordial co-operation given by Mrs. Ina J. N. Perkins, Child Welfare Director and Miss Marie Lockwood, Supervisor of Nurses, for the Reconstruction Commission. Definite programs of work were carried out at the center on Maple Street, where the Committee has met half the rental of the building, and at that on Union Street, where space has been loaned by courtesy of the Commission.

At the Maple Street Center in the west side Polish district, the Committee, with the assistance of volunteer workers, has served hot chocolate each Friday to mothers who brought their babies in to be weighed or to see the doctor. This making a social occasion of the tedious waiting time that is an inevitable accompaniment of every clinic has proved a happy experiment for all concerned. It has probably increased the happy associations between the center and its neighbors and it has given the Committee an opportunity to become acquainted with the real needs and the real interests of the women.

On these occasions, when enough women were present at one time, old-fashioned games were played and Polish and American songs were sung. During the year three parties were given at the Center, one by the nurses, one by the Committee and one by Mrs. Charles Warner with the assistance of both nurses and Americanization workers.

At the Union Street Center the limitations of space made any form of entertainment on clinic day impossible, but several beautiful parties were held with unusually happy results. In this center and at "American House"—the small store rented by the Committee at Front and Walnut Streets—members of the "Home

Classes" in their respective neighborhoods were gathered for parties. For each of these groups this first venture into the social life of America was a great occasion, much talked of in the family circle.

Of the 1179 calls made by members of the Americanization staff between September 1, 1919, and July 1, 1920, about 850 were made on foreign mothers in the vicinity of each of these centers and in other districts where they were sure of a welcome. No call was made where the worker did not know the name of her hostess and had not some definite business. Sometimes the visit was made at the request of a public school teacher who believed it would be welcome; sometimes the introduction came from the night school, sometimes from the health center, sometimes from the Committee's "Trouble Bureau." One very successful series of calls was made on wives of men who had recently been naturalized. If there seemed to be reason to believe that the hostess would be glad of instruction, she was told of the home and night school classes; if not, the call was simply a friendly welcome to the new citizen. In no case was it received as an intrusion.

Home Classes

In all, 168 women were offered an opportunity to learn English in or near their homes. Of these, 74 accepted and came, 14 accepted and did not come and 80 did not accept. Almost all were interested and those who refused explained wistfully that they wanted to learn, but there was never any time. "There are so many children!" they would explain apologetically.* Of the 74 women who received instruction in home groups or individually, 45 finished the course which closed simultaneously with the public schools in June; 28 dropped out for one reason or another and one was transferred to a public school class. (For complete analysis of attendance at these classes, see Appendix J.)

One of the home classes was held in the evening for Italian women who were at work during the day, and who were unable to attend the public night school. This class was taught by Miss Harriet Van Buren and financed by the Society of Colonial Dames.

Day classes in the homes were taught by Miss Nellie Pauline Lawton and Miss Laura E. Dixon, of the Service Citizens staff. They were assisted by volunteer teachers, most of whom gave

* Reasons given by women for failure to attend classes are listed in Appendix I.

individual instruction to women who were unable to go even as far as some neighbor's home for a lesson. Each home teacher was taken to the home of her prospective pupil and personally introduced by the Committee's worker. Fortnightly conferences were held for the teachers, to which they brought the social and pedagogical problems with which they were confronted. Although this individual instruction had to be adapted to the need and aptitude of each pupil, every attempt was made to attain a definite objective. Each pupil who completed the course was tested and given a grading certificate exactly like those granted in the public school classes.

There has been a good deal of debate among experienced workers as to the usability of volunteer teachers in home classes. The somewhat limited experience of the Delaware Committee would seem to indicate that where only one or two pupils are assigned to each teacher, and the volunteers are carefully selected and willing to work under supervision, results are remarkably satisfactory. The chief drawback seems to lie in the almost insuperable obstacles to regularity which confront the volunteer who is also a wife and mother. Of the 15 teachers, however, who started work with the Committee during the year, 9 were able to meet their pupils regularly and carried them successfully to the end of the season. These teachers were Mrs. C. M. Barton, Miss Ellen Cannon Buckalew, Mrs. Delaware Clark, Miss Elizabeth Draper, Mrs. C. E. Elliot, Mrs. Victor C. Jefferis, Miss Alice P. Richey, Mrs Murray Stuart and Mrs. H. H. Ward, Jr.

In New Castle some very successful home teaching work was done independently by a volunteer committee headed by Mrs. J. E. Phillips and composed of Miss Anne Dungan, Mrs. P. B. Lightner, Miss Bertha Lambson and Mrs. Joseph Carlin. This Committee reports an enrollment of 15 pupils, 6 of whom completed the course of 11 lessons.

We have not been able to observe in Delaware a tendency on the part of these small groups to grow until they develop into fullfledged public school classes. It is possible that this occurs in larger cities, where many families are housed under one roof. In Wilmington and New Castle few classes grow beyond the four or five who can be accommodated about the average kitchen table. But the results of this work are not to be measured by the number in each class or even by the progress made by the pupils, though that has often been astonishing. For when we

give to an immigrant mother the key to our America we are giving her far more than that; we are restoring to her rightful place in the family group for which she has toiled and sacrificed these many years. We are giving her children their rightful heritage of a mother's care and guidance.

THE TROUBLE BUREAU

One morning during the night school campaign in October an Italian came to the office of the Service Citizens Committee looking for "de teach." He had tramped the streets day after day in search of a school where he could learn English in the daytime, after his long night's work on the railroad. "I go to day school for little children," he explained, "and I say to de teach': 'You letta me sit by leetla boy and catcha de English word; I maka no troub' '. But de teach' she say no." When he was told that there was a day class for night workers which he might attend, he was radiant. "Now I getta my wife!" he exclaimed. And then he poured out the whole story.

The reason this man wanted to "catcha de English word" was that he might learn to write a letter to the United States Government and ask for a passport from Italy for his wife and three small children. He had asked "many people" to write that letter for him, he said, but nobody seemed to have the time. He was amazed and delighted to learn that the Committee could do this for him without delay. Within a month word was received from the Department of State that the passports had been issued. But the incident was remembered as an indication of the utter helplessness of the immigrant when faced with a situation that he cannot understand and the needless suffering he endures for lack of help that hundreds of kindly Americans would gladly have given had they but realized his difficulty.

Its Growth.

It was to meet this situation that the Committee's "Trouble Bureau" was set in motion in September, 1919. It had been functioning unofficially for months, as pupils had turned instinctively to the night schools for guidance in their perplexities. But with the reorganization of the work in the fall it became a definite department with its separate system of records and carefully tabulated information. Except for an informal announcement in the schools, it was not advertised at all until January, when

a brief statement was issued in each of the languages most commonly spoken in Wilmington. But word was passed from mouth to mouth and the work of the bureau grew very fast. Following is the record of cases by months:

	New Cases	Disposed of	Interviews and Letters
September	7	1	23
October	14	2	59
November	18	18	77
December	62	45	148
January	29	32	124
February	97	82	159
March	86	67	266
April	38	34	185
May	45	37	228
June	41	37	229
Totals	437	355	1498

The citizenship exercises held in December caused an increase in naturalization cases in that month, while income tax questions poured in during February and March. With these exceptions, the growth of the work has been steady and normal.

Its Problems

A few of the stories brought to the "Trouble Bureau" reveal unjust and dishonest treatment of the foreigner; far more are simply the unhappy aftermath of the war. The majority of the applicants have merely become involved in some piece of government red tape which can readily be explained to them. Following is a summary of the problems submitted by applicants:

	New Cases	Disposed of	Interviews and Letters
Naturalization problems ("first papers," "second papers," information re citizenship, etc.)	176	143	489
Income tax returns, State and Federal	85	83	139
Passports from Europe	52	26	295
Communication with Europe (including sending of money)	48	36	244

	New Cases	Disposed of	Interviews and Letters
Legal aid (chiefly exploitation)	17	14	123
Health and relief	12	12	37
Industrial (accidents, wages, unemployment, etc.)	13	12	57
Education (chiefly instruction in English)	9	9	33
Housing (sanitation, rents, leases, etc.)	8	6	26
Miscellaneous	17	14	55

Of the 82 cases still pending on July 1st, 18 were waiting for action on the part of the United States Government, 20 for action on the part of foreign governments or other agencies, 36 for action on the part of the applicant himself and 8 for action on the part of the Bureau.

Citizenship

While comparatively few of the troubles reported involve deliberate exploitation of the immigrant, many are the source of real and often justifiable bitterness on the part of the sufferer. Man after man has waited from six months to a year for his "certificate of arrival" to be forwarded from Washington in order that he may be naturalized. Scores of men in Wilmington will be prevented from casting their votes in the Presidential election by this unnecessary delay, and a number will have to file new declarations of intention because their first papers have expired during the long months of waiting. Letters of inquiry directed to government departments are frequently replied to by form letters which have no bearing whatever on the case. It is a pitiful thing to see the would-be citizen's enthusiasm fade away under the strain of such experiences until it is tinged with wrath and scorn toward the public servants employed by the country of his adoption. Is it any wonder that the applicant often gives up the quest for citizenship in despair or uses his vote when he gets it to protest against the existing order?

Fortunately, the government is represented, for the foreigners of Wilmington, not only by remote and harassed officials who do not answer letters or answer them all wrong, but also by the District Court of Delaware, whose patriotic service in the work of naturalization cannot be overstated. The Judge of the Court is the Honorable Hugh M. Morris; the clerk is Mr. W. G. Mahaffy

and the deputy clerk is Mr. H. C. Mahaffy. Each of these men has given unlimited co-operation to the efforts of the Committee to set a high standard of citizenship and at the same time to clear away the technical difficulties which beset applicants. The deputy clerk of the Court has held occasional evening office hours at the request of the Committee and has answered patiently its numerous queries as to individual cases. The Judge has given unfailing interest and consideration to every problem presented. He has inspired each applicant with a new sense of the dignity of American citizenship, but he has also given him every opportunity to prove his fitness for the honor.

Income tax returns have involved little labor in proportion to the number of cases handled, but the Committee has been able to be of real service explaining the provisions of the law to immigrants who were always glad to pay as soon as they understood it. In several cases, through a misunderstanding, due exemption had not been claimed for dependents overseas, but through the courtesy of the Collector of Internal Revenue, Mr. Harry T. Graham, these and other problems were satisfactorily adjusted.

Legal Aid

The Legal Aid cases were comparatively few, but of absorbing interest. Most of them, though not all, involved a deliberate attempt on the part of some one to take advantage of the immigrant's ignorance of the language and customs of the new country, and it was a pleasure to secure justice for these wronged and frightened people. It would not have been possible to get results in these cases without the advice and assistance of a Committee composed of leading members of the Wilmington bar, who agreed, at the request of Judge Morris, to serve the Committee without charge when such cases arose. It has not been necessary as yet to call upon all of the members of this Committee for assistance, but the courtesy and keen interest displayed by those whom the bureau has consulted have been exceedingly helpful.

From October to January a careful study was made of conditions affecting foreigners who are brought up for trial in the Municipal Court of Wilmington. As a result, the Committee was convinced that under present conditions little or no injustice is done in the Court to immigrants as a group. Both Judge Hastings and Deputy Judge Finger are in the habit of giving special consideration to prisoners who are handicapped by their ignorance of English. Unfortunately, it has not been possible up

to this time to make any satisfactory arrangement for interpreters in the Court. When it is realized in how many cases the whole decision rests on the exact language used by the defendant or by a witness, the seriousness of the situation becomes apparent. With this exception, however, conditions in the City Court are unusually good, so far as they affect immigrants.

Results.

The labor involved in solving some of the problems presented to the bureau cannot be imagined by any one without experience in such work. Here is the record of one case, taken directly from the files of the bureau. It is no more complicated than a number of others handled during the year:

Record of S.....S..... NATIONALITY—Polish
Address X.....Street, Wilmington, Delaware.

FACTS: Mr. S. wants passport for wife, Stefania S...., and eight-year-old son, Stanley S....., from Gubernia, Plotzk, Poland. Has been called for preliminary hearing on his Petition for Naturalization but was informed by examiner that papers would be refused because of wife's absence. Has applied vainly for passport through.....

DATE	ACTION TAKEN	WORKER
12/19/19	Case reported in person to	A
12/20/19	Telephoned Clerk of the Court, who says decision as to papers will rest with Court. Hearing held March 8.	A
12/20/19	Wrote Mr. S. to this effect.	A
2/24/20	Mr. S.'s cousin-in-law called to inquire. Sent by night school teacher. Promised to lay the facts before the Court.	B
3/22/20	Mr. S. passed examination and witnesses were heard, but case was continued on account of wife's absence.	
3/22/20	Laid the facts before the Court with result that Mr. S. will be admitted at a special hearing April 4.	B and C
3/23/20	Mr. S. called. Told him Court's decision.	B
3/30/20	Called at the Court. Special hearing has been set for April 12, 4 o'clock.	B

3/31/20	Wrote Mr. S. to this effect.	B
4/12/20	Mr. S. was admitted at special hearing. Helped him send cable to his wife. ("I want she should come soon, so I can take her to see *our Capitol* at Washington, before the excursions stop.")	B
4/20/20	Mr. S.'s cousin-in-law called for information.	B
4/21/20	Got Naturalization Certificate from office of Clerk of Court.	B
4/21/20	Wrote Department of State applying for passport.	B
4/22/20	Mr. S.'s cousin-in-law called for information.	D
4/23/20	Letter from Department of State stating that matter will be attended to in due course.	
5/10/20	Letter from Division of Passport Control asking for specific address of Mrs. S.	
5/11/20	Mr. S. called at our request and gave above information.	D
5/12/20	Wrote Division of Passport Control giving above information.	D
5/28/20	Letter from Division of Passport Control saying passports have been issued.	
5/28/20	Special Delivery letter to Mr. S. stating above information.	B

The results, however, more than justify the expenditure of time and labor involved. For by these really trifling services the bureau is recreating the faith of countless foreign born men and women in the America of their dreams; through its daily efforts they are rediscovering the soul of America, the spirit that summoned their spirits across the weary miles of land and sea with its promise of "Liberty and justice for all."

PRINTED INFORMATION FOR THE FOREIGN BORN

The work of the Trouble Bureau brought out more clearly than ever a need which has been felt from the first — the necessity of some sort of a handbook for the foreign born of Delaware, setting forth simply the facts they most need to know about their new environment and furnishing a guide to the community's sources

of opportunity and helpfulness. Such a handbook would cover elementary information as to the government of the United States, Delaware, Wilmington and other towns in Delaware, would set forth simply the laws and ordinances which the newcomer seems to have had the most difficulty in understanding, would furnish a guide to the public buildings of Wilmington and to its educational centers, and would explain regulations as to passports, money orders and other matters affecting communication with the old country.

In order to reach the maximum number of readers this handbook must be printed in all the languages most commonly used in the State as well as in English. And the English edition must be expressed in a vocabulary comprehensible to all who have had one year's work in the night schools or its equivalent.

This question of vocabulary has been surprisingly neglected in the handbooks and guides to citizenship already published by various agencies in the United States. A vast amount of valuable information, carefully compiled, has been issued to the bewildered foreigner in language which the man who needs it most cannot possibly comprehend.

In order to avoid this mistake in Delaware a careful study has been made of the vocabulary taught in the Americanization classes during the first year's work. As nearly as can be ascertained, this vocabulary contains about 1,200 words, all of which have been thoroughly taught and frequently reviewed. There is no insurmountable difficulty in confining the English of the proposed handbook almost exclusively to this vocabulary.

Work on this handbook has been carried on by the Executive Secretary during the year whenever time permitted, and it is hoped to publish it in the fall of 1920. In the meantime, a separate booklet on financial matters affecting the immigrant has been published in English and Polish, English and Italian, and English alone. The English version has been used as a textbook in the night school classes. It covers such subjects as: How to Send Money to Europe, How to Send Parcels to Europe, Governments, Banks in Wilmington and Income Tax.

A similar booklet on passport regulations was prepared, but on the advice of the Department of State was not published, because changes in the regulations are constantly being made.

A catechism on the government of the United States, as set forth in the Constitution, has been carefully prepared in simple

English and is given out to all who apply for it, until the complete handbook can be published.

These are but small beginnings on a very large piece of work. But they form one more link between the American commonwealth and the thousands who are in, but not of it.

PLANS FOR THE FUTURE

EDUCATIONAL WORK

The two-year appropriation made by the General Assembly of Delaware for the work of the Americanization Schools expires at the end of this calendar year. The new Legislature convenes in January, 1921, and one of its first responsibilities will be to provide for the future of these schools.

If the educational work is to develop as successfully in the future as it has in the past, the State appropriation should be materially increased. The present budget of $15,000 a year, administered with the utmost economy, is barely sufficient to meet the expense of teachers' salaries, janitor service, supervision and routine printing. The schools are obliged to turn to the Service Citizens for the financing of supplementary activities without which they could not function successfully. All the activities carried on in the schools at present are the legitimate function of the public educational authorities and ought properly to be taken over by them.

The work of home teaching, now carried on by the Service Citizens, will also be recognized ultimately, as it is now in California and other States, as a responsibility of the public educational authorities. The work of the Americanization Committee is intended simply as a stop-gap until this responsibility is recognized by public opinion.

SUPPLEMENTARY ACTIVITIES

For the fiscal year beginning May 1, 1920, the Service Citizens has set aside a budget of $20,000 for the use of the Delaware Americanization Committee. It is planned to spend about $8,900 of this for the maintenance of the central office and the Trouble Bureau and for the printing of information for the foreign born in English and in foreign languages.

The remainder of the sum will be spent through the schools or in activities directly supplementary to their work. The financing of night school publicity, public gatherings and follow-up calling by the teachers will be cared for until provision is made by the State for these necessary items. A staff of five trained women

will devote their time to taking American life through the schools into the foreign neighborhoods of the city and of neighboring towns; home teaching and other work for mothers will be developed; "community evening" activities in the schools will be multiplied where they are most needed.

The goals set for the coming year's work are few and simple. They are: first, to make the school centers of our foreign districts veritable "Little Americas" to which the people will turn instinctively for every normal need; second, to make certain that to every foreign-born person in the State the door stands wide not only to the workaday America that so often offers its worst to the newcomer, but also to a share in the rich spiritual heritage of what we like to believe is the "real" America, comradeship in the high enterprise of making realities of our noblest dreams for the America of the future.

NOTE ON CHAPTER X

Idaho

Following is a section of a letter from Mr. E. A. Bryan, Commissioner of Education, Boise, under date of September 15, 1920:

> "No changes of importance were made in the law by the 1919 Legislature. Two bills were introduced, one making the study of the English language compulsory up to the age of 35, requiring not less than 100 hours a year for that purpose and providing a small appropriation to be matched by a like appropriation from the district. The other bill authorized school districts to expend 2 per cent. of their apportionment in giving instruction to adults over 21 years of age in Americanization. Both bills failed.
>
> "A considerable amount of work, however, is being done along Americanization lines."

NOTE ON CHAPTER XI

Illinois

1. Chicago

The following was contained in a communication from Peter A. Mortenson, Superintendent of Schools, November 13, 1920:

LATEST CENSUS FIGURES FOR CHICAGO

Population of Chicago	2,701,212
Foreign-born Population	783,428

Austrian	132,063
Belgian	2,665
Bulgarian	515
French-Canadian	4,633
Canadian (other)	26,688
Chinese	1,335
Cuban	393
Danish	11,484
English	27,912
Finnish	1,191
French	3,036
German	182,289
Greek	3,564
Hungarian	28,938
Irish	65,965
Italian	45,169
Japanese	220
Mexican	188
Netherlands	9,632
Norwegian	24,186
Portuguese	50
Roumanian	3,344
Russian	121,786
Scotch	10,306
Spanish	243
Swedish	63,035
Swiss	3,494
Asiatic Turks	1,175
European Turks	711
Welsh	1,818
Miscellaneous	2,400

"It would be impossible to list in a letter the industries that employ these people. The Association of Commerce of Chicago is an organization of the leading business men in commercial, industrial, and financial lines. It includes in its membership practically all of the larger employers of labor and many of those who employ as few as one hundred. The Association of Commerce has taken active part in Americanization work in Chicago, and has succeeded in interesting

many of the employers, so that there are classes in Americanization being conducted in a large number of the factories in the city.

"The Chicago Woman's Club has assisted in this Americanization work, as has also the Naturalization Department of the United States Government. Recently the Catholic clergy, and, in some cases, the Protestant clergy have taken some organized action to carry forward the work.

"Personally, I feel that we can accomplish something with the adult foreign-born population in the matter of training them for citizenship, but I fear that we must rely upon the children for the big results that we desire."

NOTE ON CHAPTER XII
Indiana

1. Indianapolis

The local situation in Americanization is described by E. U. Graff, Superintendent of Schools, in a letter under date of November 11, 1920, reading as follows:

"Indianapolis is an important pharmaceutical manufacturing center.

"The present total population of Indianapolis is 314,194. We have no data as to the total number of foreign birth. In 1910 about six per cent. of our population was of foreign birth. I do not believe that percentage has been increased. A large number of foreigners are engaged in the packing industries, the foundries, and the railroads. Small numbers are to be found, however, in practically every factory in the city. The Public Schools, Y. M. C. A., Immigrants Aid Association, Cosmopolitan Chapel, and Baptist Mission are agencies that are interested in the education of the foreigners and are doing something along this line.

"The only industry that is making a special effort along this line, that I know of, is the Indianapolis Abattoir. Letters addressed to any of these organizations will receive attention. As to suggestions as to what could be done to educate our foreign-born population, I submit to you an opinion of Judge James Collins of the Criminal Court, who has had a great deal of experience with foreigners: which is that 'Foreigners should be compelled to learn the English language and the

other things that make for better citizenship.' The public schools should, of course, be the principal organization in this work. Teachers should be especially trained for the work. They should not only know American history and civics, but they should be well trained in European history, the manners and customs of the countries from which the foreigners come. It is not essential, I think, that they be able to speak the language of the foreigners, but they should know considerable about teaching language. The problem in Indianapolis is not a serious one, comparatively. The number of aliens is now large, but there are a number of groups that are well organized that are capable of doing a great deal of harm or good, according to their leadership. Among these groups are the Germans, the Irish, the Greeks, Roumanians, Bulgarians, the Slovanians."

2. Evansville

Letter from Mr. L. P. Benezet, Superintendent of Schools, November 1, 1920:

"Evansville has very few foreigners. There are three or four Greeks who keep candy stores and shoe-shining parlors, and two or three Italians who deal in fruit. All told, I question whether we have fifty people of recent foreign extraction in our city. About fifty per cent. of our people have German blood in their veins, but these Germans have been here for at least two generations. The only ones among them who were born in Germany are the grandparents, and they have been in this country so long that they either have been thoroughly Americanized, or are so old and settled in their ways that nothing need be done for them now.

"Our cheap labor is provided by our negroes, of whom there are nearly ten thousand in the city, and by poor whites from the neighboring states of Kentucky, Tennessee, and Arkansas.

"We have been distributing among our teachers certain lessons in Citizenship, prepared by myself, a sample of which is enclosed herewith. To date there have been twenty-five of these lessons sent out, twenty-one last year and four so far this year.

"The problems of Evansville are not unlike those of Louisville, Nashville, and Memphis. The foreign-born element does not enter in to any great extent."

The "Lessons in Citizenship" to which Mr. Benezet refers outline timely topics of interest, and suggest questions for classroom discussion. Excellent as the underlying idea of these bulletins is, the Committee wishes to point out the danger of encouraging discussion without informing the teacher simultaneously of the policy of the public school department, which should be conformed to in the discussion, and the attitude which he should take in directing the discussion. With the many demands upon the teacher's time, it is not to be expected that he can keep thoroughly informed on all topics of the day. Therefore, not only full information should be supplied to the teacher, but also an analysis of the problem in question from the standpoint of the best interests of the government, lest the teacher, even though well intentioned, should lead his pupils astray through lack of sufficient knowledge or understanding of his subject. An intelligent supervision of this sort permits the school authorities to establish a uniform policy in teaching throughout its jurisdiction.

NOTE ON CHAPTER XIII

Iowa

Recent developments in Iowa are described by P. E. McClenahan, Superintendent of Public Instruction, in a letter, dated September 10, 1920:

> "According to the provisions of the law for teaching Citizenship, I appointed a committee representing every section of the state, and for the past year the committee has been at work on a large number of problems. We have a very elementary outline for the grades, and are now completing a bulletin for the grades and the high school. I shall be glad to send you a copy of the bulletin when it is completed."

Letter, October 21, 1920:

> "I have your letter relative to Americanization.
>
> "We have two lines of attack in this work, direct and indirect. The direct work consists of an Americanization program for the public schools. There are outlines prepared for the work in the grades and in the high school along this line, but owing to the inability of the state to do printing, I am not able to send you a copy of these bulletins.
>
> "There are also night schools being conducted for persons who wish to learn English, and become acquainted with our ideals, manners, and customs. These night schools are under the supervision of local boards of education.

"Very excellent work in this line is also being done in the mining camps in this state. We are limited in the number of camps which we have, about fifty-six, and we are doing a number of very definite things which we hope will have a good influence. We are repairing school houses, getting better teachers in some places, an d improving educational conditions in these mining camps.

"I appreciate very much your interest in this matter, and shall be glad to give you any help which I can."

NOTE ON CHAPTER XIV

Kansas

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1. Kansas City

The following letter was received from I. B. Morgan, Director of Continuation Schools and Vocational Bureau, November 1, 1920:

"The work of Americanization is carried on by the Continuation Schools of Kansas City, Kansas. These schools include the Night Schools and other schools that are not a part of the regular day schools. Americanization work is now being conducted in the six different centers. Classes are organized to learn to read, speak and write the English language, to learn and study the operations of the Governments of the United States, and of the State, and the process of naturalization.

"The continuation schools are aided by the various organizations in the city, such as the W. C. T. U. and other women's organizations, the Chamber of Commerce and the University of Kansas. Considerable stress has been placed upon bringing the mothers into these educational classes. In some instances classes — we are having classes conducted afternoons in the homes of the foreign mothers. They are taught to read and speak English, to sew, cook and take care of children. Classes in hygiene and home nursing are also being organized.

"We emphasize the education of the mothers, for if the mother is Americanized the home is Americanized, the community, State and Nation. In addition to the classes in the six public school buildings, classes have been conducted

in halls occupied by foreigners and also in parochial school buildings. Public exercises are held when candidates receive their naturalization certificates."

NOTE ON CHAPTER XV

Kentucky

Letter from George Colvin, State Superintendent of Education, Frankfort, September 6, 1920:

> "Until July 1920, Kentucky had been experimenting with the night schools for the purpose of teaching illiterates. Because of the unsatisfactory results from these efforts, the Legislature discontinued such schools. We have no alien problem in Kentucky."

NOTE ON CHAPTER XVI

Louisiana

1. State Activities

In a previous chapter on Louisiana, a law (Act 114 of 1918) is quoted which forbids the teaching of German in the public schools. This was an emergency war measure, as will be seen from the following letter from T. H. Harris, State Superintendent of Education, Baton Rouge, November 1, 1920:

> "Replying to yours of the 28th, I beg to advise that Act 114 of 1918 was passed during the war strictly as a war measure. We had a bill introduced in the session of the general assembly of 1920 to repeal this act, but it was caught in the jam at the close of the session and failed to pass. There was no opposition to the bill. It failed wholly on account of the lack of time. All of us believe now, both school men and laymen, that 114 should be repealed."

2. New Orleans

Lionel Adams, Secretary of the Civic Bureau of the New Orleans Chamber of Commerce, under date of November 6, 1920, wrote this Committee a letter which is of interest not only because it presents the situation in New Orleans, but also because it shows the interest of the Chamber of Commerce in Americanization. The letter follows:

"I am advised that we have no trouble whatever with our immigrants in New Orleans, and therefore have undertaken little or no Americanization work other than that which is made part of the public school curriculum, which consists principally in a course in civics and history, in our public day and night schools.

"The population of New Orleans as given by the last census is 387,219, of which 66 per cent. are American born, 26 per cent. negroes, and 8 per cent. foreign born. The foreign born population is made up as follows: German, 21.16 per cent.; Polish and Russian, 4.5 per cent.; Italian, 28.5 per cent.; Irish, 6.10 per cent.; French, 13 per cent.; Spanish, 1.2 per cent.; Greek, 3.4 per cent.; Austrian, 2.3 per cent.; English and Scotch, 5.7 per cent.; Scandanavian and Danes, 1.2 per cent.; all others, 8 per cent.

"There being a rather large demand for labor in New Orleans, our immigrants have little or no difficulty in finding work, nor have we at any time been conscious of having on our hands a problem as a result of our foreign born population."

NOTE ON CHAPTER XVII

Maine

The situation on legislation in Maine is outlined in two letters from Augustus C. Thomas, State Superintendent of Public Schools, Augusta.

September 20, 1920.

"The last legislature made it necessary to teach all common school subjects in the schools of the state, both public and private, in the English language only. You will note also that the state superintendent of schools is authorized to organize Americanization Citizenship classes and pay from funds provided two-thirds of the cost of instruction as a co-operative measure with local authorities.

"In our state course of study you will find a special outline for the teaching of citizenship and government in all of the schools of the state."

October 27, 1920.

"A bill was prepared seeking to Americanize through the English language and instruction in the fundamentals of our form of government for the last legislature. It was prepared

late in the session and was one of the bills carried over. I think perhaps under our present law that this bill may not now be necessary. Under the 18th amendment to the Constitution persons who become voters or office holders, in other words, citizens, must be able to use the English language and must know the meaning of the Constitution.

"To support this amendment the last legislature made an appropriation and revised the laws so that schools are now being conducted throughout the state preparing the pupils for citizenship. Our main trouble now is to find help enough to carry on the work throughout the state."

NOTE ON CHAPTER XIX

Massachusetts

1. State Activities

The following letter was received from John J. Mahoney, State Supervisor of Americanization, Boston, under date of September 10, 1920:

"The State Department of Education is planning to hold a very important conference in Plymouth next week. As a result of this conference we hope to make considerable progress in Industrial Americanization this coming year. During the year ending August 31, 1920, the State Treasurer disbursed approximately $90,000 by way of aiding cities and towns in the education of the immigrant. I anticipate that we shall be obliged to double this amount this coming year."

2. Boston

Public School activities in Boston were reported to the Committee in the following letter from Michael J. Downey, Director of Evening Schools, November 19, 1920:

"Boston has what is known as a Day School for Immigrants, and will establish classes in any section of the city, at any time, day or evening, provided there is a demand for such instructions on the part of at least fifteen persons, and provided suitable accommodations are available in school buildings, stores, factories, settlement houses or elsewhere. This is done, of course, in addition to the regular classes held in the evening schools. Boston has also a City Committee for Americanization, the chairman of which is Joseph A.

Mullen. The Boston Chamber of Commerce and the Women's Municipal League are large organizations in Boston which are interested in Americanization work."

3. Boston University

The importance of raising present requirements for teachers in the field of immigrant education, and of training teachers especially for this work has been discussed in subsection I of Section III of this report. The inadequacy of courses of the present time was pointed out. It has also been mentioned, in various connections, that practically no instruction is being given anywhere in the country to equip the teacher or pupil directly to cope with the radical problem, or even to present it to him from the viewpoint of existing government.

The Committee is gratified to note, since the filing of this report, that Boston University has introduced a comprehensive course which warrants careful consideration and study on the part of all educators interested in teachers training, whether for immigrants or for native-born.

The course at Boston University is not yet fully developed, and there are obstacles (such as lack of suitable textbooks) which will have to be surmounted, but we believe that Boston University has made noteworthy progress in the most important field of education to-day.

We give below the complete outline of courses, with the comment of Dr. F. A. Cleveland of the Department of Citizenship, November 11, 1920:

> "You will find enclosed the outline of two courses that are being given here, at the University, on Citizenship. Some difficulty is being experienced in finding convenient literature for the students in pursuit of these two courses, but the subject is being covered at the present time by assignments to selected readings."

OUTLINE

Course IV, 15–16. *Ideals and Principles of Citizenship*

I. Ideals — Individual, Race and Group.
   1. Importance of Ideals.
   2. Fundamental moral concepts — as motives to group action.
      a. Service vs. selfish acquisition.

b. Liberty — physical, spiritual — relation of free will and physical means to individual ability and responsibility.
c. Equality — present day meaning — moral basis.
d. Brotherhood — religious and political bearing.
e. Justice as group consciousness of right.
(1) Class concepts of justice.
(a) Imperialism.
(b) Militarism.
(c) Communism.
(d) Capitalism.
(e) Socialism.
(f) Anarchism.
(g) Syndicalism.
(h) Wage-Unionism.
(i) Industrial Unionism. (I. W. W.)
(j) Agrarianism.
(k) Plutocracy.
(2) Justice of the masses.
(a) Democracy — Socialization of the Golden Rule.
(b) Nationalism and patriotism.
(c) Internationalism.

II. Political Principles.
1. Distinguished from moral concepts.
2. Fundamental principles to constitution-making.
a. Voluntary cooperation — application of moral principles of liberty, equality and fraternity.
b. Popular sovereignty — need for institutionalizing the right of self-determination in the interest of justice.
c. Collective Bargaining — in constitution making.
d. Trusteeship — application of moral principle of service.
e. Responsible leadership — accountability of persons who are trusted.
f. Publicity — as a means of enforcing accountability — trial on evidence in a public forum.
g. Popular elections — means of making consciousness of right effective — democratic electorate.

III. Individual Rights of Citizenship in a Democracy.
1. Right to "life, liberty and the pursuit of happiness" — Individual self-determination.
2. Self-defense and the right to carry arms.
3. Right to protection from violence by the government.
4. Health rights.
   a. Pre-natal care.
   b. Child care.
   c. Protection from disease.
   d. Remedial care.
5. Maintenance rights.
   a. Food (subsistence).
   b. Clothing.
   c. Shelter (housing).
6. Educational rights.
   a. General training (mental and physical) — juvenile.
      (1) Elementary training (common schooling).
      (2) Secondary school training.
      (3) College training.
   b. General training for adults.
   c. Specialized training (mental and physical) — vocational training.
      (1) Manual arts.
      (2) Fine arts.
      (3) Scientific (laboratory).
      (4) Professional.
   d. Training for handicapped.
      (1) Subnormal minds.
      (2) Physically handicapped.
7. Recreational rights.
   a. Of children (special).
   b. Of adults (special).
   c. General recreational right.
8. Right of freedom of choice of vocation and avocation.
9. Right to work, to strive for a career, reputation and livelihood.
10. Right of a decent living (a living wage).
11. Property rights.
12. Right to share of public services.
13. Right of movement (migration and emigration).

14. Choice of nationality.
15. Personal rights of citizens abroad.
16. Property rights of citizens abroad.
17. Right of political asylum.

IV. Group Rights of Citizens.

1. Common group rights.
   a. Right to organize and conduct enterprises for common welfare objects.
      (1) Private agencies.
      (2) Public and eleemosynary.
      (3) Politically.
   b. Right of members of group to control the management of joint undertakings.
      (1) Popular sovereignty.
   c. Right of members to know what servants of group are doing (right of inquest and interpellation).
   d. Right of members to give and withhold support (control over the purse).
2. Majority rights.
   a. Right of majority rule.
   b. Right of group self-determination.
   c. Right of popular appeal — of people to dominate the controlling branch of the government — to approve and disapprove of acts of representative body.
   d. Right to select and control the leadship of the executive branch.
   e. Right to instruct and limit powers of majority representative.
   f. Right of "recall" of representatives and executives.
   g. Right of revolt.
3. Minority group rights (in time of peace).
   a. Constitutional guarantees (Bill of Rights).
   b. Right to question and criticise majority leadership and management.
      (1) Right to organize for leadership in opposition.
      (2) Right of open forum.
   c. Right of religious freedom — freedom of conscience — free moral agent.

d. Right of free speech and free press.
e. Right of peaceable assembly.
f. Right of petition and remonstrance.
g. Right to minority representation (proportional representation.)
h. Right to control the critical faculties of constitutional forums of legal and political justice.
i. Right to instruct minority representatives and to recall.
j. Right to organize opposition to majority leadership.
k. Right of initiative and referendum.

V. Right of Minority in Time of War.
1. Constitutional rights suspended.
2. Constitutional rights which are not abrogated.
3. Guarantees.

VI Duties of Citizenship.
1. Relation of rights and duties.
2. Duty to obey the law.
a. Responsibility for knowing the law.
b. Responsibility for construction of the law.
c. Duty to obtain advice, if in doubt, before taking action.
d. Responsibility attached to act and not to thought or discussion.
e. Justification for disobedience of the law — under what conditions — individual responsibility vs. organizing to oppose ministerial law enforcing officers.
3. Duty to arbitrate or adjudicate disputes.
4. Duty of allegiance and loyalty.
5. Military service.
6. Duty of personal assistance to the government.
a. Duty to assist in preservation of order.
(1) Private arrest.
(2) Assistance to officers when requested.
b. Duty to assist military.
c. Duty to assist in administration of justice.
(1) Making complaints of breaches of personal rights.
(2) Giving information of breaches of criminal law.

(3) Appearance as witness.
(4) Acceptance of service of process.
(5) Submission to arrest and imprisonment.
(6) Institution of proceedings ex rel. the people.
(7) Service on jury and arbitration commissions.
(8) Obedience to court orders.

d. Duty to assist in legislation.
(1) The lobby, its justification.
(2) Appearance before legislative committees when called.
(3) Service on commissions and boards advisory to the law and ordinance-making authorities.

e. Duty to assist in administration of public ministerial services.
(1) Duty of public inspection.
(2) Duty of cooperation in performance of ministerial acts.
(3) Duty to serve on administrative boards and commissions.

f. Duty to keep informed about what leaders are doing and propose.

7. Duty to pay taxes and make contributions in form of loans.
8. Duty of citizen as voter.

VII. Duties of Citizens acting in Groups and Classes.
1. Duties of groups and classes as distinguished from individual citizen.
2. To organize civic agencies for inspirational leadership (outside the government).
3. To organize agencies to supplement the ministerial services of the government.
a. Eleemosynary institutions.
b. Quasi-public business corporations.
c. Law and order societies.
4. Political parties and the organization of agencies to control executive action for patronage and spoils.
5. Committees and agencies of protest and publicity.

VIII. Rights and Duties of the Responsible state.
1. The government as a corporate agent of the state.
2. Rights of government as against the individual citizen.
3. Duties of the government with respect to the individual citizen.

Course IV, 17–18. Problems of Citizenship

1. Causes of Unrest — The need for adaptation of laws and institutions to meet demand for social justice.
2-a. Radicalism.
2-b. Conservatism.
3. Free Speech and Free Press.
4. Peaceable Assembly.
5. Popular Control of Government.— (Provisions in new democratic institutions for Czechoslovakia, etc.)
6. Executive Autocracy.
7. Promised "Return" to our pre-war constitutional system.
8. Government by "Standing-Committees."
9. Our Political Parties.— What do they mean.
10. The Representative Principle in Government.
10-a. Expulsion of the Socialists from Representative Bodies.
11. The Principle of Geographic Representation.— The Practice of "gerrymandering".
12. Proportional Representation.
13. Soviet Principle of Representation.— Is there a place for it in a democracy?
14. Direct Primary Elections.— Should they be abandoned?
15. Woman Suffrage.— The New Problem of.
16. The Representative Principle in Industry.
17. Democratization of Industry.
18. Collective Bargaining.
19. Socialism.— What are the alternatives?
20. Conflicts between Capital and Labor.
21. Solutions for Strikes and Lock-outs.— Voluntary and compulsory.
22. Profit Sharing.
23. Government Regulation of Enterprise for Profit.
    (a) Regulation by licensing.
    (b) Regulation by charter and general law — monopolies and trusts.
    (c) Price-fixing.
    (d) Protective tariff.
    (e) Government aid and bonuses.

(f) Regulation by inspection — pure food — drugs.
(g) Prohibition.

24. Public Ownership and Operation of Transportation Enterprise.
(a) Railroads.
(b) Street Railways.
(c) Canals.
(d) Harbor and Terminal Equipment.
(e) Merchant Marine.
(f) Express and Parcel Post.

25. Public Ownership and Operation of Communication Service.
(a) Telegraph and Cable Service.
(b) Telephone.
(c) Wireless.

26. Public Ownership and Operation of Water, Gas and Electric Service.— (Public Service.)

27. Nationalization of Water-Power Development.

27-a. Conservation of Natural Resources.

28. Nationalization of
(a) Mines.
(b) Industries.

29. Nationalization of Banking.

30. Nationalization of
(a) Insurance.
(b) Pensions.

31. War Risk Insurance.

32. Workingman's Compensation Insurance.

33. Health Insurance.

34. Maternity Insurance.

35. Old Age Insurance.

36. Unemployment Insurance.

37. Public Education — Program of.

38. Vocational Training.

39. Rehabilitation of Returned Soldiers.

40. Military Training.

41. Public Health — Program of.

42. Housing.

43. Americanization.

44. Immigration.

45. Expulsion of Reds and other undesirables.

46. Public and Private Employment Agencies.
47. American International Relations.
47-a. The Mexican Question.
47-b. The Irish Question.
47-c. The Russian Question.
47-d Chinese Question.
47-e. The Japanese Question.
47-f. The Armenian Question.
48. War and Peace Negotiations.
49. The League of Nations.
50. International Finance.
51. Public Finance.
    (a) Public Debt.
    (b) Public Expenditure.
    (c) Taxation.
    (d) Borrowing — loans.
    (e) Budget Making.
    (f) Economy and Efficiency.
52. Saving.— Individual and Group. (Thrift.)
53. The Cost of High Living.— (Extravagance and Waste.)
54. The High Cost of Living.
55. Race Hatred and Lynching.

4. The Women's Municipal League of Boston

Miss Emma T. Knight, Director of Classes of the Women's Municipal League of Boston, during November, 1920, submitted to the Committee a brief report on the work of the organization, from which we quote as follows:

CLASSES IN ENGLISH FOR FOREIGN-BORN WOMEN

"After a year's experience in the teaching of English among the foreign-born women of Boston, the Women's Municipal League is convinced that non-English-speaking people can never take their proper place in American life without the acquisition of the English language as a common medium of expression.

"An Armenian said to us lately: 'You Americans do not enjoy knowing us, for we cannot speak good English. You do not really want to talk with us, to visit us in our homes, to let us help the government, because we cannot speak English. You cannot learn Armenian, Polish, Lithuanian, Italian, so we must all learn English.'

"The foreign-born fathers and their children gain a knowledge of English through their work, and through the public day and evening schools. Many a foreign-born mother, however, unable to use these avenues, has lived a life of loneliness in America, sometimes of increasing helplessness, seeing her influence, even her free intercourse with her family, gradually weakening. As the Jewish mother expressed it: 'I cannot speak good English, my children cannot speak good Yiddish.'

"To help meet the need of this long-neglected group, the League has, during the past year, conducted, under experienced and trained teachers, forty classes in English, among many nationalities, throughout the city. These classes meet at times and places convenient for the women, and when a class increases its membership to the number for which expenditure of public money is allowed, it passes over into the public school system, together with its teacher, who has the necessary qualifications. For every class thus transferred, the League organizes another class.

"Although the public schools are greatly enlarging facilities for their day classes for mothers, a vital need still exists among a vast multitude of non-English-speaking women as yet unreached.

"The League also teaches small groups of men, who, for various reasons, are not provided for by the public schools or other agencies.

"This teaching must be continued and to attain the desired result, so necessary to the future welfare of America, will require repeated, untiring effort on the part of all of us."

5. Fall River

Following is a letter from Hector L. Belisle, Superintendent of Public Schools, November 17, 1920:

"According to the census of 1920 the population of Fall River is 120,485. Approximately one-half, or 60,000, are foreign-born. Approximately 100,000 are either foreign-born or the children of foreign-born parents. The 100,000 may be divided, according to nationality, as follows: 40,000 French-Canadians; 22,000 Portuguese; 24,000 English; 4,000 Hebrews; 10,000 Italians, Syrians, Aremenians and Poles. Employment for these people is largely in the cotton mills.

"The city provides evening schools with special classes for adult men and women in English and for Citizenship. In addition instruction is also given to women in cooking, sewing and home-nursing classes. Special classes are conducted during the day for adult night workers, mill firemen reporting for school at 8 a. m., or at 1:30 p. m.

"There is similar work being done by some of the industries, the chief effort in this direction being made by the American Printing Co., Mr. Nathan Durfee, Treasurer. The Fall River Immigrant Society, M. B. Irish, Secretary, is also actively engaged in this field.

"As you invite an expression of opinion I may say that in Massachusetts we are facing the proposition that all of this work should be done under the publicly constituted educational authorities. It has not escaped our observation that work of this character carried on by private agencies frequently fails to gain the confidence of those whom it seeks to interest. The appeal made by a publicly organized movement is likely to meet with less suspicion and to lead to the logical conclusion, that the one aim in view is the public welfare through the advancement of the individuals in the community. There should be a crystallization of opinion in favor of public educational control of this whole movement, with other organizations cooperating to stimulate interest on the part of individuals and groups to avail themselves of the opportunities offered.

"Experienced teachers are needed with special training for this work; persons preferably who may have certain natural sympathies or recognized affiliations with the particular groups with which they are called on to work. It must not be overlooked that the basis of all successful work in this line is the confidence of the people whom we wish to interest. The natural fear that they are to be played upon or preyed upon can only be dissipated by bringing to them teachers upon whom they can look as being connected with them by certain bonds, either racial or linguistic, or religious. This is not a theory, but a fact of which years of observation have convinced me.

The sole purpose of the whole Americanization movement is the welfare of the Nation. Any object or purpose less than that, or merely incidental to it, should not only be avoided in

fact, but the merest semblance of it should be avoided in appearance. Frankly and fully, therefore, the whole movement can most clearly show itself on its face to be what it claims to be, only if it is carried on through the legally constituted channels provided specially to carry out the wishes of the people."

6. Lawrence

Mr. Laurence J. O'Leary, Supervisor of Evening Schools, writes the following to the Committee under date of November 15, 1920:

"The new census figures have not yet reached us, so I cannot give you exact information regarding the number of each racial group. These people are employed, for the most part, in the local textile mills. The School Committee has authorized me, as Director of Adult Alien Education, to open classes in English and Citizenship for non-English people wherever 15 or more of them will meet for the study of English and Citizenship.

"Such classes are now being conducted in six school buildings, in two club rooms, in a Lithuanian hall, and in two branches of the International Institute, as well as in a club room maintained by one of the mills for the employees. Regular day school teachers are employed as teachers in these classes, and no expense is being spared to reach as many non-English speaking persons as possible through these classes.

"At present we are trying to establish factory classes in English in some of the local mills. One mill is now working on the project, but the dullness in manufacturing lines is holding up the scheme.

"All local agencies which have carried on Americanization work among aliens — (Y. M. C. A., Y. W. C. A., North American Civic League, etc.), are cooperating with the Department of Evening Schools in organizing classes in English. As soon as a class is organized, it is turned over to my department and it becomes a regular evening school class.

"The State of Massachusetts reimburses the city one-half for all money expended on the education of the adult alien. For that reason Lawrence is trying to do its share in spreading good American doctrine among its thousands of aliens. This work should be done by the public school department, and only the best teachers — those who know how to teach and

who are in sympathy with the work and with the alien—should be engaged. I assign to these classes only the best teachers I can find, usually regular day school teachers."

The work of the Lawrence Public Schools is supplemented by the Lawrence Community Council. It will be noted that Mr. O'Leary, Superintendent of Public Evening Schools, is Chairman of the Community Council, Education Department, which ensures coordination of effort between the two agencies. His report for the season 1919–1920 follows:

"To get a clear conception of this work we should bear in mind the two outstanding phases of educational activity among non-English speaking people that the public evening schools are best fitted to carry on, viz.: (1) The teaching of the fundamentals of our language to illiterates, and (2) the preparing for citizenship of those persons who have acquired a working knowledge of the English language but who cannot meet the legal requirements of the Naturalization law. Therefore, in summarizing the work of the year, I shall give the most important of these phases.

"A. *English Classes.*

"The increases in the number of classes and in the number of pupils attending those classes can best be shown by a comparison with the figures for the year 1918. In December, 1918, there were 388 non-English-speaking persons over 16 years of age enrolled in the evening schools. Two hundred eighteen of them were illiterate minors between 16 and 21 years of age who were compelled by law to attend evening school, leaving but 170 non-English adults in the schools learning to read, write and speak the English language. In December, 1919, the illiterate minors numbered 210, and the number of adults in the English classes increased to 412, making a total attendance of 622 non-English-speaking persons in our evening schools.

"These 622 persons are a very small proportion of our non-English-speaking population. Nevertheless the fact that the number of alien adults in the evening schools during the past winter, the severest within the memory of any of us, was much larger than that of the preceding years, shows that the efforts expended produced fairly gratifying results.

It is the adult alien, rather than the illiterate minor whom the labor law reaches, that we wish to get into our evening schools and social centers so that we may not only teach him English but also interpret for him American customs, practices and ideals.

"In the Oliver Evening School, instead of the usual one or two classes of adult men, we had this year four classes with an enrollment of 180. In the month of February there was organized a class in citizenship for women who had taken out their first citizenship papers. Eighteen women attended this class for eight weeks, receiving instruction in American History and Government so as to be prepared to meet the court requirements when the time for receiving their final citizenship papers arrives. At the close of the evening school term, certificates of proficiency were awarded to 14 of these women.

"The organization of English classes among the French people necessitated the opening of the Wetherbee School in South Lawrence to accommodate the people of that nationality residing in that section of the city, west of Broadway. From October 27, to April 1, three classes — two for men and one for women — were in operation in this school with an average attendance of 78 each evening.

"Three classes for adults were started in the Cross Street Evening School at the beginning of the evening school term last October. Two of the classes were composed of men of French Canadian birth who wanted to learn English. The third classes was a group of Lithuanian men and women. These classes continued to the close of the evening school term on April 1st with an average attendance of 81 for the term.

From December 8th to the present time, a class for women has been conducted under the supervision of the Evening School Department in the International Institute. This class is composed of Lithuanian women who, for the most part, are employed in the mills during the day.

"Two months ago through the aid of the pastor we opened two classes for Polish men in the Polish Parochial School on Harvard Street. These classes are still going on with a nightly attendance of forty men.

"Those classes conducted at the Institute and at the Polish School are taught by regular Public Evening School teachers

who are paid by the city. Books and supplies are likewise furnished by the city.

"B. *Classes in Citizenship.*

"The Naturalization School, located in the Oliver School, with branches in the Cross Street and Wetherbee Schools, has had a most successful year. Three groups of men completed the course of study, the first class concluding its work the last of December, the second, March 4th and the third on April 15th. The total registration in these classes was 209, and 161 men finished the course.

"The graduation exercises of the Naturalization School were held on Wednesday evening, April 21st. Five hundred thirty-five men were given their final citizenship papers, and 97 of these men were awarded special diplomas from the United States Department of Labor, showing that they had completed the course of study and had passed the required examination.

"The total cost of this Americanization work will not exceed $3,200 for the year. According to Chapter 295, Acts of 1919, the State will reimburse the city fifty per cent. of the total outlay, thereby reducing the cost to the city to $1,600.

"Statistics compiled by the Massachusetts State Board of Immigration show that in 1918 there were 28,000 aliens in this city unable to read, write, or speak the English language, and 10,000 of these non-English speaking persons were employed in the local industries. The public evening schools, under the most favorable conditions, can reach only a very small percentage of this large number of aliens. Over-time work and night work prevent many, who would gladly avail themselves of the opportunity if circumstances permitted, from attending the evening classes in English.

"During the past two months attempts were made to establish afternoon classes for mothers. So many foreign women are employed in the mills that it was impossible to get together enough pupils for even one such class.

"It seems reasonable to expect that in the immediate future the employers in this city will come to the realization that an employee who is unable to read and understand the warning signs necessarily used in all factories, and who can-

not comprehend instructions given to him, is a serious liability. To Americanize this great mass of aliens is a problem that requires the combined efforts and earnest cooperation of the school, the factory, and of the entire community. Factory classes will reach these aliens by the hundreds, whereas the school alone reaches them by the dozen.

"At the National Conference on Americanization in Industries held at Nantasket Beach, Mass., June, 1919, this resolution was unanimously voted by the two hundred representatives present:

" 'Resolved, That instruction in English for non-English-speaking people should be carried on in cooperation with the public educational forces, provided these forces are prepared and will assume the responsibility. We pledge our aid in our respective communities to bring about this co-operation.'

" It is hoped that the local employers will see their way clear to take up this very necessary work and help solve the problem which faces the city.

" It is planned to carry on this work next year on a much larger scale. The organization of co-operating groups of fifty of the leading representative men and women of the various nationalities, who will assume the responsibility of inducing more of their people to attend the English classes and to seek full citizenship, will be one of the first steps taken. Factory classes should be established under the supervision of the Public Evening School Department, and afternoon classes for mothers will be opened if enough non-English speaking women will signify their intention to attend.

" In the past it has been difficult to secure enough teachers specially fitted for the teaching of English to aliens. During the months of January, February, and March, a ten weeks' course of study was conducted in Lawrence under the auspices of the State Board of Education for those teachers who wished to prepare for such teaching positions. Thirty-five teachers qualified in this course. Consequently, no matter how large our problem becomes — and it is certain to become much larger — we are assured of a sufficient number of well-trained teachers to instruct classes wherever or whenever classes are organized.

" The results achieved during the past year may be considered very gratifying, but it is expected that next year will show even greater and better results.

"EDUCATIONAL STATISTICS — SEPTEMBER, 1918

"Industrial Workers in Lawrence

		Male	Female
Total number	35,749	20,939	14,810
Foreign born	23,034	14,918	8,816

"Able to Speak English"

Readily	12,916
Slightly	6,328
Not at all	3,790

	Alien	First papers	Nat.
Austria	257	19	45
France	577	149	170
Great Britain	3,649	1,000	3,583
All others	1,160	87	141
Germany	283	76	500
Turkey	738	28	38
Greece	356	6	16
Italy	5,264	262	274
Norway	1	.....	11
Poland (Austria)	589	48	52
Poland (Germany)	24	15	14
Poland (Russia)	665	42	53
Portugal	366	6	28
Russia	830	38	73
Finland	17	5	7
Lithuania	1,377	70	74
Sweden	20	6	20
Switzerland	4	.....	1
	16,077	1,857	5,100

"It is safe to assume that about 800 persons are naturalized yearly in this city, but this number would be counterbalanced by the normal increase of adult foreigners. Approximately these figures, therefore, may apply to the situation today.

J. J. O'LEARY,
Chairman.

May 10th, 1920."

7. New Bedford

Local Americanization activities are outlined in the following letter from Allen P. Keith, Superintendent of Schools, November 4, 1920:

"Our total population (according to official census) is 121,217 although we have placed our estimate as high as 125,000. Of this number about 62,000 are of English-Celtic extraction including 23,497 natives, 9,060 mixed, and 3,618 negroes. The remaining 59,000 are of other nationalities. All others under the heading 'English-Celtic' are native born English, Irish, Scotch, Welsh and Canadian. Practically every nationality is represented in New Bedford. In one of our schools alone at which an entertainment was held, children of thirteen different nationalities took part, reciting in their native tongues.

"All of the industries in New Bedford employ foreign-born help, including our many cotton mills, cut glass shops, shoe factory, twist drill shop, cordage factory, copper company, and biscuit company.

"The State of Massachusetts is conducting a department of Americanization through its State Board of Education. Here in New Bedford we have Americanization classes, days, evenings, afternoons — whenever and wherever there is a demand for them. We have a director and a teacher who gives all of her time to this work and as many part-time teachers as are needed. We hope to accomplish a great deal along this line this year. The local Y. M. C. A. and the K. of C. are also conducting classes along this line, the former working in conjunction with our director. The industries are co-operating with us by furnishing the school rooms and arranging for the help to attend these classes. Our evening school enrollment this year is greater than ever before in spite of the great depression in industrial conditions which has caused many mills to shut down for all or part of each week. Our compulsory classes are very much larger as well as the classes for those over twenty-one years of age for both men and women.

"Our teachers are mostly regular day school teachers who have taken special courses fitting them for this work, some of the courses being given under the auspices of the State and others by our Americanization teachers."

NOTE ON CHAPTER XX

Michigan

1. State Activities

The following amendment to the State Constitution was put to popular vote on November 2d, and was defeated nearly two to one:

PAROCHIAL SCHOOL AMENDMENT

Section 16. All residents of the State of Michigan, between the ages of five years and sixteen years, shall attend the public school in their respective districts until they have graduated from the eighth grade; Provided, that in districts where the grades do not reach the eighth, then all persons herein described in such district shall complete the course taught therein.

Section 17. The legislature shall enact all necessary legislation to render Section 16 effective.

We quote from a letter of T. E. Johnson, State Superintendent of Public Instruction, written October 11th (before the election):

> "The proposed amendment to the Constitution has been submitted to the people by an initiative petition which will be voted upon at the regular election, November 2nd. If carried it becomes a part of the Constitution. There is some question as to whether or not it will carry but if it should carry it will undoubtedly be carried to the courts. It was taken to the court before ordered on the ballot. Five out of the eight members of the court holding that they could take no jurisdiction before the fact.
>
> "I know very little about the reason for the submission of the amendment but so far as I can learn it is an anti-Catholic movement. This is not a statement of fact it is merely a general opinion that seems to prevail. It never was submitted to the legislature but several efforts have been made to secure enough signatures before the signatures were actually secured and submission arranged for. I have opposed the amendment because of its wording. The phrase underlined interfering seriously with our public school program."

2. Grand Rapids

The Americanization work of the public school board is described in two letters from the School Superintendent, Mr. W. A. Greason, from which we quote:

November 2, 1920

"The Americanization work in Grand Rapids is done under the auspices of the Board of Education. This Board organizes the classes, pays the teachers, etc. During the year 1920, there will be about 750 new citizens coming into citizenship through the work of the classes conducted by the Board of Education. The judges of the courts have complimented us very highly on the success we have made of these classes. It is found that the candidates for citizenship are able to pass their examinations with ease. They have a real knowledge of the subjects.

"These classes are conducted in the evening schools, City Hall, churches, club houses maintained by the foreigners, etc. We have succeeded in getting men to conduct these classes who know their subject and who are able to teach with power and enthusiasm.

"In addition to these citizenship classes, the Board of Education conducts classes in English for foreigners to train them to speak, to read and to write the English language. This is preliminary to the course to prepare candidates for citizenship to pass the examination by the court. For the English classes, we want teachers who have sympathy and teaching power and who can get the foreigners interested in learning the English language and have a definite method and technique for their procedure. We have been reasonably successful in this work.

"For the citizenship classes, we have succeeded in getting four or five able men to take these classes, men who know their subject and who are able to arouse interest and enthusiasm in the men who are candidates for citizenship.

"We are very much interested in this work and we have an ambition to educate all the foreigners in Grand Rapids and to make them citizens within the next five years."

November 13, 1920.

"There are 137,638 people in Grand Rapids, according to the 1920 census. No information has been given out as yet as to the actual number of aliens. Roughly, twenty-five per cent of our population are foreign-born, and our estimate, based on the most casual information, would indicate an alien population, of twelve to fifteen thousand.

"This organization does Americanization work. Active work is carried on by the Y. M. C. A., under the Industrial Division, and it is through them that a large part of the factory work is carried out. The Board of Education furnishes teachers for factories, recruited in the factory by the Y. M. C. A., Industrial Department, and in the schools, recruited both by the Y. M. C. A. and direct mail work by this organization. Outside of this, the Americanization Society carries on continuous publicity, relating to the need of citizenship.

"Our interpretation of Americanization work is somewhat broader than in other communities. We believe that the so-called Americanization movement is only the beginning of a much broader movement, which will have as its objective the development of real citizenship, not only among foreign-born people, but among all the people, living in America. We believe that it is a safe statement to make that when American citizens function as American citizens, because they are trained to do so, the alien problem will automatically disappear. Specifically when the time comes that the American born or naturalized citizen makes it his business to see that the foreign-born workman in his organization becomes a citizen, our work will be finished.

"We are sending you some of our material, especially that having to do with the work in the schools; also some relating to what we call our 'Inter-City Citizenship Contest.' If you will glance through some of this, you will note that the underlying thought is the development of citizenship on the broad basis of the inclusion of all of the people.

"As Mr. Greeson has stated, we will have 750 new citizens this year and a large part of them come because the children have gone home from school with an argument for citizenship, or because they have come under the influence of the factory workers, who believe that their factory should be one hundred per cent American, and that every man should be a voter."

Grand Rapids also has an Americanization Society whose Executive Secretary, Frank L. Dykema, has compiled and published an "Americanization Dictionary" designed to aid the alien to become a citizen. Mr. Dykema has also issued a number of citizenship lessons, which do not merely encourage naturalization, but which urge citizens to fulfill their duty in the matter of voting.

NOTE ON CHAPTER XXI

Minnesota

1. University of Minnesota

Letter from A. E. Jenks, Director of Americanization Training Course, Minneapolis, November 5, 1920:

"Your letter is at hand. We are, of course, glad to know you are interested in the Americanization Training Course at the University of Minnesota. In answer to your questions I may state I have no knowledge of any other course so extensive as the one in Minnesota, but believe in the practicability of such courses as well as in the need for the same. It is not so complete as our plans wish, but it is limited today by lack of available resources."

2. Duluth

R. A. Kent, Superintendent of Public Schools, has written the Committee an interesting letter in regard to his work of Americanization in Duluth, which we print in part:

November 30, 1920.

"The 1920 federal census shows the population of Duluth to be 98,908; the foreign population of this city is estimated at about 15,000; practically all the following nationalities are represented here in greater or less numbers — Swedes, Norwegians, Jews, Germans, Danes, Russians, Czecho Slavs, Jugo Slavs, Austrians, Greeks, Roumanians, Bulgarians, Servians, Finns, Italians, Canadians, French, English, Scotch and Irish; they are employed by the American Steel Corporation and 140 other factories and manufacturing plants employing 18,000 people and producing 628 different articles. 85 per cent of all the iron ore of the United States passes through the Duluth port; facilities for education are provided for by the Board of Education, the Y. M. C. A. and Y. W. C. A.; organizations conducting Americanization work are — Y. M. C. A., Y. W. C. A., Recreational Department of the City, Duluth Drama League, the Bethel, Home Demonstration Bureau, and the Board of Education in its Night Schools.

"The director of Night Schools and of the Americanization work in the city is Mr. H. J. Steel. He is employed

jointly by the Board of Education and an Americanization Committee, which committee was formed during the war and is still continued by the civic council of the city for the sole purpose of assisting in the Americanization work.

"We believe that our foreign-born population should be given the opportunity of training in the Night Schools and should have community centers open for them there, in clubs and under societies organized among them. We do not, however, consider that speaking of the English language should be the major objective in Americanization work, although we are of the opinion that no one should be permitted to remain in America over a certain minimum length of time, or save by special permission, who fails to learn to speak, to read and to write the English language. We believe furthermore that one of the greatest difficulties at present in the way of thorough Americanization is the continuous influx of immigrants of an illiterate or near illiterate type whose coming tends very strongly to perpetuate among the peoples of nationality similar to the immigrant those traditions and old world practices which are less desirable and which evidently give way to or else supplant the ideals which we at present think of as distinctly American. We believe furthermore that individuals should not be permitted to live in this country over a set minimum period of time, save by special permission, unless they meet the requirements of becoming an American citizen. We are beginning to feel the effects of being overloaded with a type of inhabitant in certain communities who is either passive toward the fundamentals involved in preserving our nation or aggressively opposed to them. The attempt to Americanize cannot liquidate this difficulty as long as the numbers to be Americanized so far outstrip the agencies at their disposal to perform the task.

"We are inclined to be of the opinion that the agencies which should look after this work and assume responsibility for it should be public agencies and not private organizations, and that under present scheme of government, the public schools constitute the most logical and feasible agent for directing and assuming chief responsibility in this task. Assisting in the work there likely will be the Y. M. C. A. and Y. W. C. A., the K. of C. and various other clubs, associations, churches and what not.

"We are not quite as clear in our minds concerning the requirements for teachers for this work as we are about certain other phases of the problems. Experience we hope will clarify our judgment in this particular respect. At present it seems desirable that these teachers should have maturity, that they should have a personality representing at least the highest one-third of personality to every one hundred individuals, that they should have an intelligent as well as a sympathetic interest in the whole problem involved in Americanization by reason of immigration and with that should find it passably easy to adapt themselves to the different groups and the individual variabilities represented in these several groups. We are not certain as to the minimum formal educational training which they should have, but we are of the opinion that an individual possessing the qualifications above stated who has had a Normal School training, and with an added two years of college, will possibly make the best instructor."

NOTE ON CHAPTER XXIV

Montana

Quotation from letter from State Department of Public Instruction, Helena, September 11, 1920:

"There is a plan, however, to harmonize the provisions of the school law so as to make it clear that all children under sixteen must attend school in second and third class districts unless they have completed the eighth grade and all children in first class districts must attend school unless they have completed high school or are attending a part-time school."

NOTE ON CHAPTER XXV

Nebraska

1. Omaha

J. H. Beveridge, Superintendent of Instruction, under date of November 19, 1920, describes the local situation as follows:

"The largest part of the Americanization work being done in this city is being done by the public schools. We have at the present time the following Americanization Schools:

Comenius	200
Kellom	190
South High Elementary	131
Train	48
West Side	72
Farnam	21

"In addition to this, in our evening high schools work is being done on Americanization, also in our Continuation Schools which have recently been organized. The Y. M. C. A. is doing excellent work in this department in connection with the industries.

"I believe that the public schools should be made the center of such activities; that we should have home and visiting teachers for this work as well as those who instruct in the the evening. We find our regular teachers render best service in this department. It is a question however if they should be required to do day and evening work. It would be better, if we had the funds, if we could give people instruction in the homes and have the teachers instructing and visiting through the day."

NOTE ON CHAPTER XXVII

New Hampshire

The following letter from Maro S. Brooks, Deputy Commissioner of Education, Concord, September 3, 1920, is self-explanatory:

"No changes have been made in our laws since the last session of the Legislature which ended in March 1919.

"No new plans for the Americanization of aliens have been formed. We are trying to carry out a very simple state program of evening school and community work. Under our existing law the Superintendent of Schools in each community is by virtue of his office the director of Americanization. This work may be delegated to an assistant but the superintendent is held responsible by the state board. It is as much his duty to carry on this work as to look after the elementary schools.

"When our law was passed compelling minors between sixteen and twenty-one years of age who did not speak or

read English to attend evening or special day school, many misgivings were expressed as to the feasibility of this regulation. You may be interested to know that the law was put into effect very quietly and comparatively few minors refused to attend school. A few did refuse but later saw the folly of their course and the justice of the requirement and entered the English classes. The most satisfactory feature about this law is the placing of the responsibility upon the employer. Our inspectors of child labor act as inspectors in the checking up of the number of non-English speaking minors.

"The work of the commissioner and the four deputies falls into four Divisions: Statistics which include all matters relating to all office routine; Elementary Schools, including the work with superintendents and district finances; Secondary Schools; and School Extension. The latter was at first called the 'Division of Americanization' but as it includes not only the evening school and community work but also the approval and inspection of private schools, including parochial schools, and part-time schools and evening vocational schools, I asked as the Deputy in charge of this Division to have it rechristened 'Division of School Extension.' I do not know that this explanation of our organization is of any interest to you but I thought you might like to know how our work was laid out.

"The part-time and evening vocational school work is entirely new. We are operating under the Smith-Hughes Law. As yet, none of these schools has been organized but we hope to secure sufficient co-operation on the part of some of our industrial plants to establish enough of this work to show its value. It is quite probable that a bill with compulsory features providing for this work will be submitted to the next session of the Legislature."

NOTE ON CHAPTER XXVIII
New Jersey

1. State Activities

Following is a letter from John Enright, Assistant Commissioner of Education, dated Trenton, September 3, 1920:

"The most recent legislation pertaining to education of minors is the Continuation School Law of 1919, which

became effective July 1, 1920, and which provides for the attendance of every child between the ages of 14 and 16 to whom has been granted an Age and Schooling Certificate and who is regularly employed at a Continuation School in the district in which he or she is employed for at least 6 hours a week for a period of 36 weeks and 20 hours a week if temporarily unemployed. This law also provides that every school district in which there are employed 20 or more such children to whom have been granted Age and Schooling Certificates must establish a Continuation School.

"Chapter 197 of the Laws of 1920, provides for the establishment by the board of education of any school district of classes for the instruction of foreign-born residents over fourteen in the English language and in the form of government and laws of this State and of the United States, such classes to be held in either the day or evening, and to be supported by apportionment by the County Superintendent of $100 for each teacher employed, provided there shall not be less than one hundred hours a year devoted to such instruction and not less than three sessions a week. The course of study of such classes must be approved by the State Board of Education."

The following law is included in the State Education Bulletin, Volume VI, No. 9, 1920:

CHAPTER 197

A SUPPLEMENT TO AN ACT ENTITLED "AN ACT TO ESTABLISH A THOROUGH AND EFFICIENT SYSTEM OF FREE PUBLIC SCHOOLS, AND TO PROVIDE FOR THE MAINTENANCE, SUPPORT AND MANAGEMENT THEREOF," APPROVED OCTOBER NINETEENTH, ONE THOUSAND NINE HUNDRED AND THREE.

Section 1. The board of education of any school district may establish and maintain a class or classes for the instruction of foreign-born residents of said district, over fourteen years of age, in the English language and in the form of government and the laws of this State and of the United States. The Commission of Education shall prescribe rules, with the approval of the State Board of Education, for the granting of certificates to teachers to teach foreign-born classes, and for the proper inspection of said classes. The course of study to be pursued by the pupils in each of said class or classes, and any changes therein, shall be

submitted to and shall be approved by the Commissioner of Education.

§ 2. The county superintendent of public schools shall, on the first day of April, in each year, apportion to the several school districts of said county the State school money and the interest of the surplus revenue, for the payment of teachers employed, as provided in the first section of this act, in the following manner: The sum of one hundred dollars for each teacher employed in such class or classes, for the full time such class or classes shall have been maintained; provided, that such class or classes shall be maintained for not less than one hundred hours in each year, in sessions of at least from one to two hours each, as the said district school board shall determine; likewise maintain at least three sessions each week, to be held in the evening, or at such hours throughout the day as prescribed by said district school board, so as not to interfere with the regular day sessions of the school. For the purpose of the apportionment of school moneys on attendance at a class or classes for foreign-born residents, as provided in this act, two hours' attendance shall be counted as one-half day's attendance.

§ 3. This act shall take effect July first, one thousand nine hundred and twenty.

2. Newark

The Committee commends the efforts in Americanization of the Public Schools of Newark, where the large percentage of foreign-born presents a sizable problem. The following letter and report were submitted by the Superintendent of Schools, David B. Corson, November 8, 1920:

> "The total population of the city of Newark as given in the last census is 415,609. We have no figures available showing how many people of foreign birth live in the city. probably that will be obtainable at a little later date. I might say that we have a very large Italian population, probably one of the largest in the world. Two or three groups in different parts of the city are German born or the descendents of German born, and there are large numbers of Lithuanians, Poles, and Czecho-Slovaks. Ours is a cosmopolitan city. I regret not to be able to answer in detail the several questions which you ask.

"The following named organizations in our city are conducting Americanization work: the Young Women's Christian Association, the Young Men's Christian Association, the Contemporary Club — an organization of approximately two-thousand women, and the Rotary Club.

"I am enclosing some excerpts from my forthcoming annual report, which may be helpful to you in your study.

"I do not believe that teachers need special training for the work of Americanization. A teacher of usual training would be most useful, provided she had the personal qualifications, the interest and the sympathy necessary to win the respect and confidence of the foreign-born. Given the teacher's training, she needs in addition a personal equipment which is rare. We have employed several of our successful teachers in neighborhood classes in the congested foreign sections of the city. The people in these classes were and are unwilling to go to the schools, day or night. They are timid and sensitive. We have tried to reach them in the neighborhood classes. Some of these classes have, after months of work, been persuaded to meet in class rooms in the school buildings. Others prefer the room — either store or home of one of their neighbors."

AMERICANIZATION

Excerpts from the forthcoming report of David B. Corson, Superintendent of Schools, Newark, N. J.

The field for Americanization may be divided into two parts, one for children and one for adults. That for children is being ploughed, harrowed, and seeded in a very thorough and a very satisfactory manner. In fact, the harvest is abundant. That for adults is rocky and yields little after much effort has been spent in attempts at cultivation.

The schools of Newark have on their rolls the names of thousands of children born in other lands or whose parents were born in other lands. One school has an enrollment of several thousand composed entirely of such children while all the schools in the neighborhood are largely of the same nationality. Only a few of the schools of the city have an enrollment composed largely of children born of several generations of native-born Americans. Even in these schools may be found some whose families are not

yet fully Americanized. But lovers of America need have no fear for the future of these children. They study American history and the biographies of American heroes with zeal, thereby acquiring the American viewpoint, American loyalty, and pride in American achievement. Community Civics centres their attention upon proper conditions of living in the city. The work in domestic science and domestic art is influential in the homes to an appreciable degree. One school has influenced the dress of the children considerably. Another, by means of a large doll, called "Genevieve," taught a whole neighborhood valuable lessons in personal hygiene. Genevieve was as large as a two-year old. She was dressed each morning in clean garments in the classroom and put to bed for the day. This gave the teacher an excellent opportunity for object lessons in the care of beds, in cleanliness of the person, and in the proper garments to wear and the care that should be given them. Some child was allowed to take Genevieve home for the night. She was returned the next day, and the lessons were repeated. Genevieve's laundry bill was paid from a fund donated for the purpose. The results of this experiment were so satisfactory that it made clear the principle that Americanization must include not only the acquistion of American ideals but the formation of American habits.

At another elementary school there has been work in Americanization of great value. The principal of this school believes that most good can be accomplished in school government, not by any scheme of self-government, but through clubs actuated by a cooperative spirit, thereby exemplifying a cardinal, democratic principle. Many clubs have been organized in this school. The teaching staff has given volunteer service after school hours in the way of guidance through conferences. Each club has a faculty adviser, but the pupils themselves have charge of the government and management of the clubs. The purpose is to develop through practice a sense of responsibility for school and community welfare. These clubs, among other responsibilities, have that of furnishing programs for the school assemblies,— the Orchestra Club furnishes music, the Debating Club debates questions of general interest to the student body, such as, "Shall examinations be retained?" "Is the all-year school desirable?" These debates develop skill in expression, in marshaling thought, in ease and poise of manner in public speaking, and they influence powerfully the public opinion of the school.

Among the other clubs may be found the Glee Club, the Dramatic Club, Girls' Handwork Club, Folk Dancing Club and the Boys' Physical Development Club. The playgrounds in this section of the city also have a number of clubs and there are many private clubs among the young people. It is a very congested section and the club is a necessity because of living conditions. Many of the graduates of the school are members of the "neighborhood" clubs. They keep in touch with the schools; in fact, some of the clubs hold their meetings in the school building. They have shown their interest by offering medals for their younger brothers and sisters, still pupils in the school, to compete for in various contests.

The foregoing illustrates the methods of instruction for Americanization in use in the schools and may be summarized under the following heads: Reading, study, discussion, illustration, participation in welfare organizations, assumption and discharge of responsibility for the general good. They make clear that Americanization is and must be more than merely learning the English language; more than passing resolutions emphasizing the need of good citizenship; more than a mere knowledge of American institutions and ideals. To teach the subjects of study well will not alone produce good citizens. The pupils must serve for the common good or act as good citizens do. The war activities demonstrated the tremendous latent talent and ability of the children and made evident the advisability of permitting these talents and abilities to have full opportunity for exercise.

The methods of discipline as well as the methods of instruction contribute much to the desired results. They develop a spirit of self-respect, self-reliance, self-restraint, and of tolerance and goodwill towards others. The stimulation of the school is effective in creating standards of American life, conduct, and character. The children respond as the needle to the pole. There need be no concern felt for the result of the school influence upon the children, and in fact, ultimately upon the parents themselves, though necessarily to a limited extent.

The Americanization work for adults is not so encouraging. That done in the evening schools is most worthwhile, but it is confined to those who seek it. A most earnest effort has been made to affect the great mass which needs it so greatly and which constitutes the menace to the best interests of our democratic life. One of the chief difficulties is the timidity and the sensitiveness of the

foreign-born who have been made to feel that Americans consider them inferior. The opprobrious names applied to them sting. The older ones feel they are not so well dressed as natives, and they shrink from contact or association with them. We have sent teachers to the foreign-born adults in their own neighborhoods instead of requesting them to come to the school. We have sent teachers into the factories where they work. Neither plan has met with success. The results hardly justify the expense, nor do they show that the plan is the right one to follow.

Mr. A. V. Taylor, Supervisor of Evening Schools, in a report to the Superintendent on the subject, said:

> "Americanization work in the evening schools included conferences with a number of men of influence in the foreign settlements of the city, with the Director of the War Camp Community Service who had shown a practical interest in this branch of evening school instruction, and with the committee of the largest women's club of the city which specializes in the Americanization of foreign-born women.
>
> "The newly organized Division of Citizenship, of the Bureau of Naturalization, has displayed an enthusiasm that is inspiring. Through its agency useful circulars on citizenship procedure were distributed among the teachers and leaflets containing simple lessons on occupational topics were made available for use in the classrooms. It also placed at our disposal a supply of certificates to be awarded to the pupils who met the set requirements. These certificates are of two grades: the Proficiency Certificates are given to those pupils who have first papers and who show a commendable interest and progress in their classroom work as well as a satisfactory attendance; the Graduate Certificates are for pupils who are citizens or who shall have become naturalized while attending evening classes. About 175 of the former were awarded at the close of the term, and 55 of the latter were awarded late in June with appropriate ceremony. That the giving of the certificates is appreciated is indicated by the keen interest which the pupils show in them.
>
> "Statistics show that there were 956 men and 297 women enrolled. Nearly 80 per cent. were under thirty years of age; only 52 were over forty years of age. Twenty-six different races were represented by the pupils, Italians preponderating

with 580, Russians being next with 201. There was a marked falling off in the number of Lithuanians and Greeks.

"Team work is needed. It is especially important that the services of men and women of foreign birth be enlisted; what may be accomplished by such cooperation is seen in the results attained by the Americanization committee of the Contemporary Club by adding foreign-born women to their membership. Efforts should be made to show our alien people what America stands for. It is of little use to try to give such a message in English. It is the man who does not understand our language who most needs the information and the inspiration. There are men in Newark with the ability and the will to aid in this way among the different race elements of our people."

It appears that Americanization of adults is so important and so necessary to the public weal that it should be considered a problem in education for which public funds may be expended to show American standards in a very concrete way; that is, the *laboratory* and not the *lecture* method should be used. If it may legally be done, the first act of the educational authorities should be to exemplify American standards of living. Flats or houses should be rented in localities where the foreign-born live. They should be furnished and managed according to the wage scale of the people of the neighborhood. They should be models of cleanliness and good taste, for good taste may be shown in poverty as well as in affluence. The teachers in these "American Houses" should be persons able to secure the good-will and confidence of the foreign-born, able to instruct them in all ways in which they need leadership. In this way some progress may be made.

The cooperation of the Street Department of the city government might be secured to the end that the congested neighborhoods might be kept clean and free from litter and filth. Perhaps the night collection of garbage, rubbish, and ashes might be introduced so the surroundings would be more wholesome and lead to greater self-respect. The conditions of living might even be made attractive with the cooperation of all the forces that touch the life of the foreign-born. The example of cooperation cited is but a type. Similar assistance should be obtained from the Department of Public Health and from all Social Welfare organizations. The directing agency would be the Department of Americanization of the School system on a par with the Depart-

ment of Physical Education or of Vocational Education. If this were the plan, the teaching of English and other phases of instruction including American propaganda would be easy and would be reasonably successful. Such a plan has been inaugurated and assigned to Mr. James E. Dougan, Assistant Superintendent for development. Without such advantage and organization as this, all Americanization work for adults must continue to be largely theory and unrealizable dreams.

3. Paterson

John R. Wilson, City Superintendent of Schools, wrote the Committee on November 13, 1920, describing Americanization activities in Paterson. This city is the center of some of the most dangerous revolutionaries and anarchists in the country, and it would seem that the public schools might well direct special effort to spreading Americanism even more intensively than at present. Mr. Wilson's letter follows:

> "The population of Paterson according to the last census is 136,000. I have not at hand the statistics on the people of foreign birth, but we do have large numbers of Russian and Polish Jews, Belgians, Hollanders and Italians and quite a number of Greeks. Many other nationalities are represented in the population of the city.
>
> "We are conducting in the evening schools 25 classes for New Americans. The enrollment in these classes at the present time is 525 with an average attendance per night of 450. These classes are in session on Monday, Tuesday, Wednesday and Thursday nights from 7:15 to 9:15, and we are trying to teach these people to read, write and speak our language, and give them instruction in American History, Civics and matters of health and cleanliness, and to encourage and assist them in preparation for naturalization.
>
> "The International Institute, which is a department of the Young Women's Christian Association, also does some Americanization work about which you can secure accurate information by addressing Miss Dema M. Chayer at the Y. W. C. A. in this city.
>
> "The Home Bureau, which is a department of the State Agricultural College, does some work in home economics with people of foreign birth. Mrs. Cecilia Brogan is in charge of this work in this city. She may be addressed at the office of the local Chamber of Commerce.

"Mr. John. J. Fitzgerald, Secretary of the Paterson Chamber of Commerce, can give you information on the Americanization work in industries in this city, and he can probably give you the information about the different nationalities represented in the population of the city."

NOTE ON CHAPTER XXXI

North Dakota

Letter from Miss Minnie J. Nielson, State Superintendent of Public Instruction, September 7, 1920:

"Considerable work has been done in this state through night schools, with the Americanization of aliens as the object. These schools are becoming more popular every year and we expect to have a large number of them in session this coming winter."

NOTE ON CHAPTER XXXII

Ohio

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1. Dayton

The situation in Dayton is described by Frank W. Miller, Superintendent of Instruction in a letter dated November 2, 1920:

"The new census figures for Dayton show a population of a little more than 153,000. I am not in a position to inform you as to the number of foreign-born citizens there are in the city, since the schools have no such figures and no survey has been made. In our Free Public Night School, we have classes in English for foreigners which are well attended. The Y. M. C. A. also conducts classes in English.

"In our Edison School, which has a large percentage of foreign-born children and children whose parents were immigrants, there has been organized a system of friendly visiting by the teachers of the school. We do not use the word Americanization in this connection, but are able to secure better understanding and cooperation on the part of the parents with the school. The whole plan is very informal and the teacher's aim is not to make the purpose too evident, but to be just friends. We have found this very successful.

Last year, we organized a Mothers' Club in another school located near a settlement of foreigners. Beginning with little social affairs, the mothers became interested in the school through the children when once they were made to feel that their presence was desired."

2. Youngstown

The following letter was addressed to the Committee, November 17, 1920, by O. L. Reid, Superintendent of Public Schools:

"On the basis of the census of 1920 I may report to you concerning the population of Youngstown, Ohio, as follows:

Total population 132,358, people of foreign descent 66⅔ per cent; 40 per cent of these people of foreign population may be distributed as follows:

Polish	5,000
Slavish	15,000
Hungarian	9,000
Roumanian	6,000
Italian	15,000
Croatian	8,000
Greeks	5,000
Ruthenian	6,000
Transylvanian	2,500

"With the exception of the Greeks these foreigners are generally employed in the steel mills of Youngstown. I regret very much to tell you that there is no thoroughgoing plan for Americanization work in this city. The Board of Education is facing a deficit for the year of over $300,000, and while there has been talk of securing the fund for such work from the War Chest or through the Chamber of Commerce, nothing has been accomplished.

"The Y. W. C. A. and the Y. M. C. A. and the Hebrew Associations are prepared to reach a total of not more than 1,000 students along Americanization lines.

"It is true that the public schools are doing a great Americanization work in connection with the children.

"East Youngstown is conducting regular night classes in Americanization work. Superintendent Coursen of East Youngstown, can give full information concerning their work."

NOTE ON CHAPTER XXXIV
Oregon

1. Portland

A. M. Gray, Supervisor of Evening Schools, on November 6, 1920, wrote the Committee as follows:

"Your letter of October 27th to the Superintendent of Schools, is before me. I am glad to hear from you and am more than willing to co-operate with you, for we are vitally interested in teaching the non-English speaking residents to speak, read and write English — to 'think in English' — all of this work is done by the direct method.

"As to what we are doing in Portland, the Board of Education has established six schools for the foreign born, and is furnishing a paid, trained teacher wherever a class-room is provided, together with a class of fifteen-persons — be that in a residence, club-room, church, work-shop, etc.

"The Portland Public Schools are doing a very large part of the Americanization work that is being done. The Presbyterian Mission, the Y. M. C. A., and a few other organizations are each doing a little. I am trying to bring all workers into co-operation with the Public Schools; we have had very loyal support on the part of the press.

"We have two problems here in Portland; I presume the same as those everywhere; trained teachers and getting the foreigner to attend school.

"The Portland population is 258,000; foreign-born population about 25,000; non-English speaking fully 5,000, made up of German, Italian, Russian and (Poles, Finns and Scandinavians in about equal numbers) scattering of every nationality on the face of the earth — a good many Japanese. The employment of the foreigner is very general and widely distributed: hotels, factories, railroads, lumbering, orchardists, farming, etc.

"As to suggestions — we most heartily suggest that citizenship be made compulsory in six years, with a definite educational qualification — failing in qualification a good stiff fine for the first offense and deportation for the second offense. We have found that the best teacher for foreign-born is the married woman, who has been a successful teacher, and even then we get them together for study. Absolute requirement in experience and teacher training as far as possible."

NOTE ON CHAPTER XXXV
Pennsylvania

1. State Activities

Following is a letter from Thomas E. Finegan, State Superintendent of Public Instruction, Harrisburg, September 9, 1920:

> "In accordance with my letter to you in November last, I am inaugurating a system of Americanization throughout the State. The Commission of Public Welfare has turned over to this Department necessary funds for inaugurating an Americanization campaign, and I have established a bureau in this Department which will have charge of that line of work. The bureau will be organized very much along the line of the one in the New York State Education Department.
>
> "Leading industrial plants of the State and many civic organizations are giving us fine cooperation in this work and in some cases are providing funds."

Mr. Finegan also sent to the Committee his opinion in the case of the refusal of the school board to renew contracts with certain teachers. The full text of the decision follows:

IN RE REFUSAL OF SCHOOL BOARD TO RENEW CONTRACTS WITH TEACHERS WHO ARE MEMBERS OF THE AMERICAN FEDERATION OF TEACHERS, AFFILIATED WITH AMERICAN FEDERATION OF LABOR

Teachers of Lancaster City School District vs. Lancaster City School District

Upon the expiration of yearly contracts, a local school board may properly and legally refuse to renew the same with teachers belonging to the American Federation of Teachers, an organization affiliated with the American Federation of Labor. Such action is not in violation of Section 1208 *of the School Code,* 1911 *P. L.* 309, *which specifies causes of dismissal before the contract period has expired.*

It is not proper or professional for teachers to affiliate as an organized body with another organization representing a portion of the citizens of the community in which such teachers are employed.

Opinion by Thomas E. Finegan, Superintendent of Public Instruction, July 27, 1920:

Two petitions have been filed in this proceeding. One is a petition filed by the Executive Committee of a Citizens' Committee of One Hundred and the Women's Committee of One Hundred Fifty. The other is a petition filed by three teachers who appear to represent the teachers involved in this controversy.

Briefly, the facts in the case are as follows: It appears that the teachers of the Lancaster City School District had petitioned the board of school directors of such district for an increase in salary and that such board had not taken the action which the teachers desired. Several teachers in the city then organized a branch or chapter of an organization known as the American Federation of Teachers.

In the consideration of this proceeding we must keep clearly in mind the fact that some years ago this organization affiliated itself with the American Federation of Labor and that any body of teachers joining the American Federation of Teachers *ipso facto* becomes affiliated with the American Federation of Labor. Teachers, therefore, who become members of the American Federation of Teachers can exercise no discretion whatever as to whether or not they are to become members of the American Federation of Labor.

It also appears that in contracting with teachers for the ensuing school year, the board of school directors of the said Lancaster City School District did not authorize the employment of those teachers who had become members of the American Federation of Teachers and who were therefore affiliated with the American Federation of Labor. It further appears that the teachers were under contract for the current school year only, and that, at the end of such school year, their contractual relations with the Lancaster City School District terminated. It further appears that it has not been the practice of the Lancaster City School District to require teachers to make application from year to year for re-election, but that the board of school directors has annually, without such application, re-elected or contracted with the teachers who had been employed during the year unless charges of incompetency were pending or other sufficient reason existed for discontinuing their services. It is claimed by petitioners that the action of the board in not renewing their contracts for the ensuing year is in effect a dismissal and for cause other than that

specified in section 1208 of the School Code. This section provides in substance that a teacher may be dismissed at any time for immorality, incompetency, intemperance, cruelty, negligence, or for the violation of any of the provisions of the school code. The section further provides that before a teacher is dismissed for any of these causes, written notice of the charges shall be given him and an opportunity to be heard shall also be granted him.

I have given careful consideration to the questions raised in the petitions and the statutes regulating the same and find that there is no provision of law which guarantees a permanent tenure of office to the teachers of the Lancaster City School District. The teachers in such district have obtained their legal status in the school system by annual re-election or appointment. The fact that such teachers did or did not make formal application for re-election is immaterial. Without further action on the part of the board of school directors, the term of service of such teachers expired at the end of the current school year, and in order that their official relation to the Lancaster City School District might be renewed or continued, it was necessary for the board of school directors to re-elect them. Section 1208 relates to the dismissal of a teacher within the specific period of time covered by her contract with the district. Within that period of time a teacher may be dismissed for those causes only which are specifically enumerated in the law. The teacher-petitioners were not dismissed from service. They were permitted to teach the full period of time covered by their contracts. Their contracts terminated at the end of the school year. The board of school directors passed a resolution expressing its conviction that the action of such teachers in joining an association affiliated with the American Federation of Labor was not for the best interests of the schools and respectfully requesting that such teachers abandon the affiliation (See Page 232, Journal of School Board for June, 1920). The board thereafter declined to employ these teachers for another year. There is no legal obligation on the part of the board of school directors to contract for the ensuing school year with any of the teachers employed during the past school year, and the fact that such teachers are or are not members of an organization of any kind has no bearing upon the lawful action which a board may take in such matter. Of course, it is sound educational policy for a board of school directors to contract for

the ensuing school year with all those teachers who have, according to the report and recommendation of the superintendent of schools, rendered satisfactory and efficient service during the current year and against whom proper and reasonable objections do not exist.

There is therefore presented to me for determination, first, a question of law, which is, Did the board of school directors violate the legal rights of any of the teachers in failing or refusing to contract with them for the ensuing school year? Under the facts and law above stated there can be but one answer to this question. *The board of school directors did not violate such rights of these teachers but on the contrary acted entirely within its legal authority in failing to contract with them.*

There is also presented to me for determination a further question of broad educational policy, which is, Is it proper and professional for teachers to affiliate as an organized body with another organization representing a portion of the citizens of the community in which such teachers are employed? This specific question is raised by petitioners and the Superintendent is specifically requested to pass upon it. This is not only their right but also in keeping with sound educational policy. It is the duty of the State Superintendent to determine such question for the purpose not only of adjusting this controversy but also of expressing the judgment of the State Superintendent of Public Instruction on what is a sound educational policy to be pursued by teachers and school boards if a similar issue should be raised in the future.

At the outset of the discussion of this question it should be clearly stated that teachers have the right to establish organizations, societies, or associations for the purpose of protecting their personal and professional interests and for promoting the general educational welfare of the community in which they are employed. It should also be stated that a person does not sacrifice his individuality, his personal liberties, or the right to express his judgment upon social and public problems simply because he becomes a teacher. A teacher may exercise rights in his individual capacity which it would be improper for him to exercise in combination with other teachers in their capacity as public servants. There is a clear distinction between the exercise of these rights which must be recognized. The rights of the teacher in this connection should be respected by local school authorities and will be sustained by State authority.

There is no question as to the purpose which actuated these teachers in affiliating with the organization in question. They were not receiving the salaries which the services they were rendering entitled them to receive. They had petitioned the board of school directors for an increase in their salaries and these increases had not been accorded by the board. These teachers knew, however, that the Governor of the Commonwealth and the State Superintendent of Public Instruction were working out a plan to be submitted to the legislature for action by that body which, if adopted, would guarantee to all teachers in the State adequate compensation. They also knew that the Governor had several times announced in public addresses that he was in favor of increasing their compensation, and that he would support the movement which had been inaugurated for the accomplishment of such end. They knew that the State Superintendent of Public Instruction had held several conferences with school boards and that he intended to hold many others for the purpose of coming to an agreement with such boards on an adequate salary schedule for all teachers in the State. The press of the State had given generous support in its news columns to these negotiations as well as strong editorial approval. Public sentiment throughout not only the State but the country at large was practically unanimous in support of the general movement which was national in its scope, to grant teachers such increased compensation as would not only enable them to meet the increased cost of living but would also give them proper return for the investment they had made in preparing for their work and adequate recognition of the vital services they were rendering the State. In other words, every effort possible was being made by the State, in co-operation with local authorities, to obtain increased compensation for all the teachers employed in the schools of the State. Notwithstanding these facts the teacher-petitioners herein formed an organization which was affiliated with the American Federation of Labor, for the sole purpose of using the influence of such labor organization to coerce the board of school directors into granting the salary increases which such teachers had demanded.

This procedure was improper and unprofessional. If the board of school directors did not show a desire to accord these teachers an increase in their salaries pending an adjustment by the State authorities, the proper procedure on their part would have been to make an appeal to the public by laying the whole matter before

the taxpayers and voters of the school district. Citizens in all parts of the State have been quick to respond to appeals of this kind and have not only expressed their desire to have teachers adequately compensated but also have co-operated with school boards in devising means to provide necessary funds therefor. When teachers are unable to obtain justice through the action of their superior officers, their appeal should always be made direct to their constituents — the public at large. Such appeal should not be made by affiliation with organizations which represent a particular group in the community or some special interests therein.

It is claimed that the teachers who thus affiliated with the American Federation of Labor were not bound by all the rules which govern that body in its efforts to obtain the rights and privileges which it seeks for its members. It is difficult to see how this changes the situation in any way whatsoever. These teachers joined an association affiliated with the American Federation of Labor for the purpose of securing the advantages coming from that affiliation. If an association in any way vitiates the services which a body of public servants are supposed to render, the association is improper. The same objection would arise if a body of teachers as such were to affiliate with the Democratic Party, the Republican Party, the Chamber of Commerce, or with any other social, fraternal, commercial, political or religious organization which represents a certain class of citizens and not all of the citizens, for the purpose of obtaining the benefit of the power and influence of such organization. The objection to such action would in no way be relieved by the statement of such teachers that they were not bound by the rules and regulations of the organization in question. Any such association of a body of teachers with an organization representative of a special group in society would tend to distort the teacher's view of her obligation to the whole social order and to destroy her efficiency as a public servant. It would weaken the respect which the teacher now commands and the power and influence which she exerts. It would defeat the very purpose for which a public school system is maintained by public taxation.

When the teachers of a community have made an appeal to the public for the redress of wrongs or grievances which can not otherwise be adjusted and the subject under consideration is being discussed and considered by the public, it is entirely proper

for any organization which is interested in any phase of the welfare of the community to aid and support such appeal. The American Federation of Labor may with full propriety, because of its interest in the educational welfare of a community, give aid and support to such an appeal. Such action, however, must be clearly distinguished from the action taken by an organized body of teachers in affiliating themselves with any organization for the purpose of obtaining the support and influence of that organization. An organization of teachers must be on a basis which will permit it to serve every interest in the community, and it should not be subservient to the interests of any particular organization.

Schools are maintained under a mandate of the State constitution, and the school districts are not given the discretion to determine whether they will or will not maintain schools; they are required to maintain them. The schools are therefore institutions which are authorized by and maintained in the interest of the State. The State makes direct appropriations for their support. The teachers employed in those schools are servants of the entire State as well as of the locality in which the school is maintained. These teachers may not form an alliance of any character with any interest in the community which will prevent them from serving impartially the best interests of all the people and the State. They may not, in their professional capacity, associate themselves with an organization which may be called upon to represent the interests of only part of the citizens, or of any particular group of persons, or of any special interests or organization in the community.

General education has been provided through the maintenance of public schools, since such schools were first established in this country, upon the theory that greater security will be accorded *human rights* and *property rights* through an educated citizenship. Teachers are therefore, through their work in giving instruction to the youth of the land, protecting and conserving these rights. They bear obligations and responsibilities in this respect analogous to that of officers of municipalities and the State who are especially charged with the supervision of matters pertaining to the safety and security of personal rights and property interests, such as firemen, policemen, or even soldiers. Teachers must be as free and independent in the discharge of their public obligations and responsibilities and in their devotion and loyalty

to the public interests which they serve as are firemen, policemen, or soldiers. The business of teachers is to instruct the children under their direction in the fundamental principles of American citizenship. Among the children whom they instruct will be represented nearly every interest, organization, religious denomination, and political party in the community. They must always be free to explain, without prejudice, the philosophy of American life, government and institutions. To be effective and to discharge the sacred obligation which they assume in becoming teachers, they must not place themselves in a position to be charged with favoring the interests of a particular group of citizens as against the interests of other groups or of the community as a whole.

The authority conferred by law upon the State Superintendent of Public Instruction will be exercised without delay or hesitation to protect the rights of teachers whenever a superior authority attempts to destroy or limit such rights. It will be exercised with equal readiness to protect the schools and to enable them to maintain their freedom and judgment so that they may continue to exert the power and influence in promoting the general welfare of the country which they have exerted in the past. A teacher should understand when entering the profession, that she becomes a public servant to render a public service. In the interest of the public good, if necessary, she must expect to make sacrifices and to endure hardships. She must seek redress for existing evils or wrongs through public channels. She must wait for action, if necessary, through an expression of the people in the selection of officers to represent them in the administration of the schools.

As a last resort, if a teacher is unable to reach a satisfactory agreement with school authorities on disputed questions, there is but one honorable, professional course open to her and that is to vacate her position and to state squarely to the public the facts which caused her to take such action. The issue then becomes one to be settled by the public.

It must therefore be held that a board of school directors may properly and legally decline to renew contracts with any of the teachers employed under its jurisdiction when such teachers have affiliated with an organization which represents only a portion of the citizens of the district or some special interests in the district and is an impediment to the proper discharge of the public obligation of such teachers.

If the teachers involved in this controversy desire to be considered by the board of school directors of the Lancaster City School District in the awarding of contracts for the ensuing school year, such teachers should take such action as will remove their present disqualification. They should place themselves in a position to render that impartial service to the entire community which the office of teacher demands they shall render. This may be done by properly disbanding the local branch or union of the American Federation of Teachers established by the teacher-petitioners in the Lancaster City School District or by individual members simply resigning from membership therein. It is therefore urgently recommended that the board of school directors shall renew contracts with those teachers involved in this controversy who pursue the course above outlined and who have no other disqualification.

The petitions herein are dismissed.

IN WITNESS WHEREOF, I, Thomas E. Finegan, Superintendent of Public Instruction of the Commonwealth of Pennsylvania, do hereunto (Seal) set my hand and affix the seal of the State Department of Public Instruction, at the city of Harrisburg, this 27th day of July, 1920.

THOS. E. FINEGAN,
Superintendent of Public Instruction.

2. Altoona

Following is a letter from S. H. Dayton, Superintendent of Public Schools, November 8, 1920:

"In reply to your inquiry as to what is being done to counteract radical propaganda and training for a citizenship in Altoona, permit me to say that we have been running Americanization classes both for men and women, and last year had them located in certain centers outside of our regular evening school building.

"The total population of Altoona is 60,300 approximately, with about 10 per cent of foreign birth, mostly Italians, mostly employed by the Pennsylvania Railroad Co. I regret that there is not greater cooperation on the part of the Railroad Company in securing attendance of these people upon our Americanization classes. It has been

rather a difficult task to secure the attendance as fully as we should have it. Our total enrollment in Americanization classes last year was 146. The Schwarzenbach-Huber Silk Mill Company last year conducted for a brief time an Americanization class also.

"It is my own judgment that this work can best be done through the public schools as the agency. It removes the matter entirely from the commercial motive and is more likely to leave a proper attitude on the part of the foreign-born."

3. Erie

Letter from I. B. Bush, Superintendent of Schools, November 3, 1920:

"In the public day schools we give a course in civics or what might otherwise be termed a course in human relationships. The aims in the course in civics are:

1st. To cultivate right civic habits.

2nd. To create civic ideals and to stimulate right conduct.

3rd. To show, by means of service, a gain in patriotism and a growth in democracy.

"In our public night schools for the instruction of adults, we aim to discover the ideals which men have been given in their native countries and to hold fast those which are good and to inhibit or eradicate the pernicious doctrines with which they have been saturated. We aim to give them the history and evolution of our present day institutions and to give them our American ideals. In other words, we try to teach them what America means to them.

"Our present population is about 103,000. We do not have the 1920 census figures showing the nationalities. However, I am enclosing a sheet showing the nationalities of the pupils enrolled in the public schools in 1918–19. According to our 1910 census, 45 per cent of our population was either of foreign birth or of foreign parentage. Erie has a varied list of industries and most all of them employ people of foreign birth. Notable among these are the General Electric Co., Hammermill Paper Co., Erie Forge, Malleable Iron Co. and Jarecki Mfg. Co.

"The only Companies, so far as I know, which have attempted to carry on Americanization classes are the Erie

Forge, General Electric and Hammermill Paper Co. In addition to these the Y. M. C. A. conducts classes for foreigners. The public night schools have more foreigners enrolled than all of the other institutions doing Americanization work.

"It is my opinion that the public night school is the place for the training of the foreign-born for citizenship. The teachers in our day schools are usually chosen for work in the night schools. Most of them have been given special training in teaching foreigners.

"We are now arranging to cooperate with the General Electric Co., taking over the Americanization work in their plant, and because of the fact that the plant is located just outside of the city the General Electric is paying all the expense connected therewith."

4. Pittsburgh

The following letter and reports were received from William M. Davidson, Superintendent of Public Schools, November 10, 1920:

"We do not yet have the complete 1920 census figures and can therefore give you no Pittsburg data based upon such returns.

"The Americanization work here, however, has been going steadily forward, and I take pleasure in presenting a brief outline of some of the things that have been done, or are in a formative process in the Pittsburg District.

"1. The summary — 'Facts and Factors in Americanization,' enclosed herewith, shows fairly well the present conditions in Pittsburg as to nationality and the use of English. It will be understood, of course, that this summary includes only the public schools, or about 75 per cent of the pupils of school age in the city proper.

"2. The Board of Education is conducting free evening schools, with shop and vestibule classes wherever proper accommodations are provided. The enclosed pamphlet, 'Evening Schools and Extension Work,' indicates the scope and content of this division of the work.

"The Board is also using the kindergarten department as an important factor in home and community Americanization.

"3. The public school buildings are all open and free as training centers for citizenship by means of public lectures, recreational activities and community meetings. Last year 55,135 adults took part in these various activities.

"4. The Pittsburg Chamber of Commerce (over six thousand members) has established an Americanization Bureau, with an initial expense budget of $25,000. The director is Mr. H. R. Davis. This bureau works with and through industries and co-operates with the public schools throughout the Pittsburg area.

"5. The Y. M. C. A., International Institute (Y. W. C. A.,) the W. C. T. U., the Council of Jewish Women, and other welfare organizations are actively engaged in various phases of Americanization, all co-operating with the public schools in the teaching of English and Citizenship.

"There are, of course, many other agencies such as church and charitable institutions, settlement houses, etc., which are making valuable contributions towards better home and community conditions for all the people, but these cannot be listed in this letter. Many of the foreign-born racial groups and organizations are also helping themselves, the people and the rest of us.

"6. The State Department of Public Instruction has established an Americanization Bureau, with Mr. E. E. Bach as director. He and his staff are now working in this part of the State. The enclosed program shows their lines of interest.

"7. The University of Pittsburg is contributing to the work through the Extension Division, and especially through the training courses for Americanization workers under the instruction of Mr. J. M. Berkey, the Director of the Americanization Department and in charge of our Extension Work. See the enclosed bulletin.

"I regret that I cannot go into details in these various activities, but I trust enough has been suggested to show how deeply the people of Pittsburg are interested in the Americanization problems, and how actively the forces are at work towards their solution."

FACTS AND FACTORS IN AMERICANIZATION

Data from Pittsburg Public School Records — 1917

75,470 Pupils

Nationality of Parents (1915)	*Fathers* Per Cent	*Mothers* Per Cent
American	57.2	59.1
German	9.9	8.4
Russian	9.8	9.7
Italian	7	6.8
Austro-Hungarian	5.1	5.2
Irish	3.2	3.1
English	2.2	2.2
Polish	1.7	1.8
Scotch	.8	.8
Scandinavian	.5	.6
Welsh	.4	.3
Roumanian	.3	.3
Bohemian	.2	.2
Syrian	.2	.2
French	.2	.2
Serbian	.1	.1
Scattering	.4	.4
Unknown	.8	.6
Total	100	100

Parents Speak in Non-English	Per Cent
To children	19
To each other	30
German	8.2
Slavic languages	7.
Hebrew	6.1
Italian	5.3
Hungarian	1.2
Scattering	2.2

Non-English speaking whites in Pittsburg over 10 years old in 1910, 147,500 (27.6%).

Parents Read Languages	*Fathers*	*Mothers*
None	2,825	3,335
English	55,595	54,562
Slavic languages	7,313	6,385
Hebrew	5,193	3,331
Italian	3,674	2,718
Hungarian	1,505	1,252
Lithuanian	582	483
Swedish	468	416
Greek	435	148
Scattering	922	463

The Slavic Group includes the Russian, Polish, Slovak, Croatian, Serbian, Bulgarian, Bohemian and Moravian languages.

Pupils Know Foreign Languages	*Read*	*Speak*
German	4,532	6,436
Slavic languages	3,248	5,603
Hebrew	2,818	4,668
Italian	1,458	3,853
Hungarian	387	807
Lithuanian	239	905
French	347	328
Swedish	145	275
Greek	72	126
Syrian	29	121
Spanish	59	50
Miscellaneous	74	135

Teachers Help to Americanize by

Teaching use of English in school
Providing recreation for pupils
Visiting homes of pupils
Having children sing popular songs
Holding community meetings
Forming boys' and girls' clubs
Conducting school socials

Forming parent-teachers' leagues
Giving entertainments for parents and children
Directing work in school gardens
Using public library.
Teaching in evening schools.

Selected outlines from Teacher-Training Courses in Americanization, University of Pittsburg, J. M. Berkey, Instructor.

"The Department of Evening Schools and Extension Work is the branch of public school service directly responsive to the people's immediate and practical needs. It stands for free adult education and the use of school buildings for community benefit. It means the training of both new and native Americans for more intelligent citizenship and more effective service. It is the school of opportunity for all who come to learn, to help, and to enjoy.

"The various activities in the evening school centers are briefly outlined in this pamphlet. They are essentially the same as have been offered by The Board of Public Education in former years. Certain features of the evening school program, however, call for special emphasis, because of after-war conditions and their bearing upon our civic and social advancement as a great industrial community. Among these features are:

1. The training of new Americans in English and community civics. The active co-operation of the Chamber of Commerce, the earnest aid of city welfare organizations and the cordial support of industrial managers, all unite to enlarge and extend a more effective Americanization program.

2. The co-operation of Americanizing forces in the community to the end that all work may be helpfully related and all instruction properly directed for the common benefit of new and native residents.

3. Preparation for citizenship. Every effort will be made to meet the urgent call, now coming from many of the new voters under the Nineteenth Amendment, by providing for intensive and practical instruction along such lines of citizenship as it is believed will be most helpful to those desiring courses of this character.

4. The promotion of physical efficiency through the regular use of public school gymnasiums and swimming pools, supplemented by health and first aid instruction.

5. Healthful and wholesome recreation through the accommodation and encouragement of volunteer groups in the use of public school buildings as rallying centers for approved lines of community service and expression.

6. Intensive and practical training of men and women for efficient service in commercial, industrial, and domestic pursuits.

"In harmony with the purpose of the State Superintendent of Public Instruction, a larger Americanization program for the coming year is anticipated. Not only will the evening school centers be open and free to adult immigrants, but instruction in English and Citizenship will also be given to any volunteer group of factory workers or racial groups where satisfactory co-operation with employers or leaders shall be assured.

"Community centers are established wherever the people of the local district wish to use their public school buildings as meeting places for co-operative service, healthful recreation and community betterment. Additional evening schools may also be established by the Board of Education wherever the people indicate their wishes and needs in sufficient numbers.

"All bona fide residents of the city are cordially invited to share in the evening school and extension department, and by their active co-operation secure for themselves and for the community in which they live the widest and best possible use of their public school buildings."

UNIVERSITY OF PITTSBURG BULLETIN

AMERICANIZATION WORK AND WORKERS

"America has become keenly conscious of the importance and need of Americanization. It is in the public mind and is speedily getting into the public conscience as a great and vital cause. A larger Americanization program is therefore in the making. The Federal Government is formulating a nationwide campaign for better citizenship. Pennsylvania, like many other states, has established a special bureau to organize, unify and support the Americanization work and workers throughout the commonwealth. Many districts are conducting evening schools and community centers, while civic and commercial organizations, industrial corporations, social and patriotic societies, foreign-born racial groups, private schools, churches and settlement houses are all

helpfully interested in the solution of Americanization problems. The whole people seem to realize as never before the present and pressing duty for the building of a loyal, intelligent and self-reliant citizenship.

The Call for Trained Workers

This new field of service calls for many and specially trained workers. Teachers will be needed who are schooled and skilled in the teaching of English to adult immigrants of non-English speech — teachers who know and evaluate the racial inheritance and native virtues of the new Americans, and who will seek to develop, through the new language American ideals of citizenship and American standards of living. There is an increasing demand for social and civic workers to build for cooperative and constructive community life, and to help the new and prospective citizens to a fair share in their neighborhood interests. There will be constant need of trained instructors to help women voters, both native and foreign-born, to a full realization of their duties and privileges under the Nineteenth Amendment to the United States Constitution. In short, we need as never before the leadership of devoted and forward-looking men and women to interpret to themselves and to their neighbors the meaning and the spirit of a true Americanism.

An Educational Program

Americanization is essentially an educational process. This means infinitely more than the teaching and the common use of the English language. It means more than the formal naturalization of alien Americans. It means rather the interpretation of the foreign-born of the spirit of democracy in terms of mutual co-operation and human fellowship on the part of all who share a common heritage. It is the "educational process of unifying both native and foreign born Americans in perfect support of the principles of liberty, union, democracy and brotherhood."

It is the purpose of the following courses to contribute something to the training of teachers and other Americanization workers for more intelligent and effective service in this inviting field of opportunity for patriotic duty and community betterment.

I. *English for New Americans*

A training course for teachers of non-English speaking adults.

Guiding principles and best methods of teaching English to foreign-born men and women. Special pedagogy of the evening

school and community center. Management and teaching of factory or vestibule classes. Essentials in the naturalization of aliens.

Teaching foreign-born adults to understand and use the English language is very different from teaching children. It requires a special background, a special technique, a special understanding of the process of interpreting America to the immigrant. This course is designed to give that background, to develop that technique, and to clarify that understanding.

II. *Essentials of Americanization*

A course for community workers and evening school principals, and an advanced course for teachers of adult immigrants.

American ideals of citizenship and America's progress towards their realization. Historical backgrounds and racial inheritances of the foreign-born Americanizing forces and methods in national and community life. Education and native-born illiterates. Naturalization processes and problems.

Americanization offers many lines of possible work and worth, but all effective service calls for a sympathetic knowledge of historical and racial antecedents, native tendencies and immigrant ideals as the basis of a mutual understanding and helpful co-operation. It is the purpose of this course to enlarge and intensify the workers' vision by a study of the essential factors which contribute to genuine Americanism.

III. *Preparation for Citizenship*

A course for instructors in citizenship and organized community civics.

Privileges and duties of American citizens. Content and method in preparing aliens for citizenship. Interpretation and application of the Nineteenth Amendment. Responsibilities of all citizens in political life and progress. Co-operating agencies in community betterment, National ideals and problems.

Loyal and self-reliant citizenship is the rightful goal of all Americanization work. It is a priceless legacy to all who inherit it and a worthy objective for all who earnestly seek its privileges and obligations. Let those who have it hold high its standards of life and service, and let those who seek it at our hands be taught by precept and example to come with high-souled purpose to help, to serve, and to live as true citizens under the American flag.

5. Reading

AMERICANIZATION INFORMATION

Submitted by CAROLINE M. REEDY, *Supervisor of Americanization, November* 10, 1920.

Total population (new census figures)	107,704
Foreign parentage	13,183
Nationalities of foreign-born:	
Austrians	1,684
Canadians	70
English	410
Germans	3,084
Greeks	450
Hungarians	272
Irish	385
Italians	1,205
Russians	2,132
Scotch	79
Turks	213
Welsh	76
Others	176
Total foreign-born	10,236

"The International Institute and the Y. M. C. A. of Reading School conduct classes for the Americanization of foreigners.

"The Reading School District maintains free evening schools for all foreigners in four of the public school buildings on four evenings of each week. The pupils are taught mainly by teachers who teach in the day schools. They are supervised by the continuation school principal.

"All teachers should be specially trained and certificated for this work. They must be energetic, sympathetic and especially interested in foreigners. The success of any Americanization class depends to a great extent on the teacher's personality."

6. Scranton

The following letter was received from S. E. Weber, Superintendent of Schools, November 3, 1920:

"All of the Americanization work in this city is carried on by the public school authorities.

"The present population (1920 census) of Scranton is 137,901. Approximately 52 per cent of this population is non-English speaking. Most of the non-English speaking adult males are employed in the mines. We have approximately thirty (30) different nationalities represented in this city."

Mr. Weber also submitted the following report of work in Scranton:

One of the big outstanding features of the work of this department has been the education of the non-English speaking men and women. Twenty teachers were employed during the last school term to give instruction to adult foreigners. The remarkable growth of the enrollment in these non-English classes from a class of 16 men and women, five years ago to the present enrollment of approximately 500 men and women is due largely to the increased interest aroused among the foreign-born folk for instruction in English and Citizenship.

By an arrangement with the U. S. Department of Labor, non-English pupils who have completed the course in citizenship as outlined for such classes are given Diplomas, providing these pupils are petitioners for naturalization and have successfully passed the required examinations. Pupils who have made the Declaration of Intention are given U. S. Department of Labor Certificates. This annual commencement for citizenship classes is a splendid event. On March 9, 1920, 132 non-English men and women were given Diplomas and Certificates at commencement. The commencement was held in the auditorium of Central High School and was attended by large delegations from various non-English organizations throughout the city and county. The Commencement, I believe, has brought the work of the evening schools and afternoon classes closer to the non-English speaking people of Scranton, than any other phase of publicity.

Considerable attention was given this year and last year to interest the non-English speaking women in the work of the afternoon classes. It is a pleasure to state here, that, although this work is in its infancy, wonderful things have been accomplished. The English language together with instruction in the fundamentals of good citizenship are given to these women for two hours in the afternoon. Kindergarten rooms are opened for this kind of instruction. Children come to the afternoon classes with their mothers, and while the mothers are learning English, the

children play with toys and kindergarten material. The prospects for making this line of work a bigger factor next year, look very bright. No small credit for the success of these classes should be given to the various women's clubs of this city. These clubs will concentrate all Americanization activities during the early part of the evening school term, with the purpose of building up and helping to extend the work of the Scranton School board in this direction.

The plan of having classes for non-English women in the homes has met with favor among the foreign women themselves. I should recommend that this line of work be extended next year to take in other parts of the city where large groups of non-English speaking people reside. The work done this year by the teachers of the afternoon classes deserves special mention. Mothers who could not speak the English language when they started in these afternoon classes are now able to carry on an intelligible conversation, write interesting letters, and read the daily newspapers.

The following table will show the distribution of enrollment in the various classes. Both evening and afternoon classes are given in this table. You will notice that by far the largest enrollment is in the foreign classes. This splendid enrollment is undoubtedly due to the intensive Americanization campaign carried on last year and this year by the School Board of the City of Scanton.

DISTRIBUTION OF ENROLLMENT

Evening Grade Schools and Afternoon Classes

	1918–1919		1919–1920	
	No. Classes	Enrollment	No. Classes	Enrollment
Foreign Classes	19	596	20	472
Academic Classes...	6	220	5	162
Manual Training ..	4	103	3	109
Domestic Science ..	5	111	10	293
Total	34	1030	38	1036

The strength of the campaign to get foreigners into the evening and afternoon classes, might be summed up by stating that enthusiasm, definiteness, and practical methods in management, were the elements that brought success. The campaign to get foreigners into the evening schools and afternoon classes started during the summer of 1918 by making a survey of all non-English speaking people over 16 years of age. The data of this survey was

collected by the Compulsory Education Bureau. Cards used for this survey show the following data:

Survey of Non-English Speaking People Over 16 Years of Age

Name .....
Age ..... Sex .....
Address .....
Present employer .....
Place of employment .....
Nationality ..... Where born?.....
How long in U. S. ? ..... Native ? .....
Naturalized ..... First papers.....
Speaks English ..... Speaks what language?.....
Reads or writes what language .....
Property owner ..... Lessee.....
Contemplates return to the old country after war.....
Would you attend evening school? .....

The information obtained from this survey gave the school board and everyone else concerned a definite basis upon which the Americanization work could be started.

A few of the things for an intelligent campaign were as follows: We knew the approximate number of purely non-English speaking people in the city: we knew the number of non-English speaking people who were not naturalized, and the length of residence of these people in the United States, we knew the exact location of each of the different nationalities in different wards of the city. This information alone was worth the cost of the whole survey for it provided us with the means of knowing just where to locate schools and emphasize the campaign. This data should be studied intensively before beginning the campaign for next year. The information from this survey should be consulted, it seems to me, when you recommend locations for evening schools, next year.

It was an easy matter, after the data of the non-English survey had been tabulated to show the great need for Americanization work in Scranton. The next part of the campaign consisted of having a series of articles on Americanization and the evening school project, written by the Superintendent of Schools and the supervisor of evening schools running in the daily newspapers.

These articles were translated and run in all the foreign newspapers coming into the city. I might state here that the newspapers of the city were always willing to give time and space to the campaign, gratis. While on the subject of newspapers it might be well to keep in mind that next year, a share of the printing of bills, posters, cards, etc., should be given to some of the papers that have been so generous with space for the Americanization work. We cannot get too much publicity for this work of Americanization.

The next part of the campaign was the calling of a conference on Americanization work of all the women's organizations of the city. The purpose of the conference was to elicit the aid of these organizations to help procure as large an enrollment as possible of all non-English people in the evening and afternoon classes. The original plan was to have each organization assigned to a certain district where there was to be a night school or an afternoon class. The women members were to make a personal visit to each home — they were furnished with a list of names obtained from the survey. The result of this personal canvass of the women's clubs was very gratifying in some districts, in others it was a complete failure. I believe the failure in some districts was due to the fact that the ladies did not adhere to the original plan as laid down at the first conference. I believe that the women's organizations can be a very great assistance to the schools in the matter of procuring enrollment for the various foreign classes. I would suggest, however, that next year the women's committees concentrate their efforts on procuring the enrollment of non-English speaking women.

In addition to having this personal canvass worked out by the women's organizations of the city, the whole night school force were asked to canvass their respective districts for students. The priests representing the different foreign peoples of the city, in fact the entire clergy, were asked to co-operate. In some of the foreign churches a representative of the evening schools spoke to the congregation after services.

Every society was visited by a representative of the evening schools and the problem of evening schools as regards enrollment was discussed. The same thing was done in each of the patriotic societies of the city. Some of the foreign societies responded to the extent of having a committee appointed from the body on Night School Enrollment. The same system should be followed

out next year, with probably a little more definiteness in regard to the speaking program of those teachers that give the talks before the various societies. I believe this procedure will have a stimulating effect on the enrollment next year.

Slides announcing the opening of night school and the advantages of learning English were run for one week in most of the moving picture houses in the city. This was a very good move and I think it should be continued.

The last and probably the best part of the campaign, was the calling of a conference of the employers of non-English speaking people who work in or about the mines. One hundred men responded to the first call. These men were furnished with lists of names obtained from the survey, and requested to canvass each of the foreign men under their supervision with a view to having them enroll in the evening school classes. The results of this practice were not as favorable as was expected. The plan worked out, however, as a result of these conferences with the employers of foreign labor was to have the various foremen in the different collieries bring the foreigners in groups to the evening schools on stated evenings for the purpose of enrollment. It seems that where the foreigner has been brought to the school by his employer, he has continued in the work. This latter plan has been the most successful and should be continued. The work of the Assistant Supervisor of Evening Schools, Mr. Thomas Griffiths, among the employers of foreign labor, is to be commended. This phase of the work takes considerable time. Although we are yet in the experimental stage, we are getting a hearty response from the employers of foreign labor.

I would recommend that some method of co-operation be worked out for next year between the non-English organizations of the city and the public evening schools. I believe that the assistance of these organizations, if it can be procured will be of great help in building up attendance and bringing the subject of night schools before groups from which we expect our non-English enrollment. I am led to this conclusion because of the splendid showing made by the various non-English groups at the last citizenship commencement.

The problem of getting the non-English speaking people into the night schools will be greatly lessened next year by reason of the fact, that we now have the hearty co-operation of most of the

TABLE I

ENROLLMENT ACCORDING TO NATIONALITY

Nationality	Year 1918–19			Year 1919–20		
	Male	Female	Total	Male	Female	Total
Native	272	128	400	312	272	584
Lithuanians	148	15	163	32	23	55
Polish	74	16	90	115	56	171
Italians	87	50	137	71	34	105
Austrians	17	23	40	.....	.....	.....
Russians	65	14	79	16	6	22
Ukrainians	31	33	64	7	2	9
Greeks	1	.....	1	3	6	9
Hebrew	8	8	16	2	5	7
Syrians	.....	8	8	.....	6	6
French	1	.....	1	.....	.....	.....
English	4	3	7	3	1	4
Welsh	6	1	7	.....	.....	.....
Hungarians	31	33	64	12	7	19
Chinese	1	.....	.....	.....	.....	.....
Germans	.....	.....	.....	5	7	12
Others	.....	.....	.....	15	18	33
Totals	718	312	1030	593	443	1036

TABLE II

EVENING SCHOOL ENROLLMENT ACCORDING TO BIRTH PLACE

	1916-17	Per cent of total	1918-19	Per cent of total	1919-20	Per cent of total
Total enrollment	838	100.0	964	100.00	971	100.00
Number American born	393	49.9	400	41.49	606	60.35
Number foreign born	445	53.1	564	58.51	365	39.63

AFTERNOON CLASSES. ENROLLMENT ACCORDING TO BIRTH PLACE

	1918–19, per cent	Total	1919–20, per cent	Total
Total enrollment	66	100.00	65	100.00
Number American born	4	9.13	9	13.85
Number foreign born	62	90.87	56	86.15

mining corporations in the city, which plan I have mentioned in another part of this report. With this problem solved, we have but to keep the pupils in school until such time as he has mastered some of the difficulties of the English language, and has the basis for American citizenship. To accomplish this, there must be a constant checking up of attendance for both teacher and pupil. Very many foreigners drop out of evening school because the teacher is weak and fails to get the attention necessary. The very best teachers, and especially those that possess considerable tact, are necessary to teach the foreigners. I would recommend that the teachers employed for this kind of work for next year be selected from those who have taken special training for teaching non-English speaking people. If we procure this kind of teacher for next year, success is assured.

I might here mention that your supervisor has prepared with considerable work a new course of study for the non-English speaking pupils in the evening, and afternoon schools, also a new course of study for the domestic science classes. All parts of the present course of study have been somewhat revised. The new course of study, I believe will be of inestimable value in checking up the work of all departments next year.

The following table shows the distribution of the enrollment according to nationality for the years 1918–19 and 1919–20. (See Table No. I on opposite page.)

The following table shows a comparison in the distribution of enrollment according to birthplace for the years 1916–17, 1918–19, 1919–20. (See Table No. II on opposite page.)

Evening School Enrollment According to Birthplace

Afternoon Classes. Enrollment According to Birthplace

You will probably wonder why the foreign-born in the above table do not equal the number of pupils in the foreign classes as given in table one of this report. You may wonder also why the percentage of foreign-born in the classes this year is smaller than that of last year. On the surface, these figures might look as though there had been very little progress in the matter of interesting larger numbers of non-English speaking people in the evening and afternoon schools. When we analyze the causes for this percentage decrease, we can readily justify the statement made in the first part of this report. The following causes have tended to

reduce the percentage of foreign-born pupils in the Evening and Afternoon schools.

1. The presence of illiterate American-born pupils in the "Foreign Classes." 51 American-born men and women attended the evening and afternoon classes. In each case the man or woman was unable to read or write the English language. We have found it very satisfactory to have these pupils placed in classes with beginning foreigners; the progress made by these illiterate American-born pupils is very remarkable.

2. The increase of females attending the Domestic Science classes. From a survey made last winter, we find that 84 per cent of the girls attending the Domestic Science centers, come from homes where both parents are foreign-born. This is a very fine showing for these figures tell us that the foreign born father and mother of Scranton have begun to see the advantage of the Evening School, not only to himself, but to his family. Many schools have in attendance the father, mother and daughter.

3. The enrollment of non-English speaking people this year as well as other years, may well be said to comprise of "New Foreigners," persons who for the first time since coming from the old country have taken advantage of the free public evening and afternoon schools. It is necessary therefore to procure as it were a new crop each year, if we wish to continue to keep somewhere within reach of our former record of percentage of foreign-born attending the evening and afternoon schools.

4. The war has stopped the usual flow of immigrants to these parts. Many pupils have been received into the evening schools from this group each year heretofore. The immigrant who has been in this country for some time does not feel the need of an education as much as the new immigrant. It is however with this former class of immigrants that we need to work vigorously. Many of these people have the wrong conception of our laws, customs, and ideals. The foreigner has been tricked, robbed, and faked so many times that nothing American appeals to him. We are glad to state that a foreigner cannot come under the instruction of our teachers without having his misconceived notions of America materially changed.

TABLE III

ENROLLMENT ACCORDING TO STATUS OF CITIZENSHIP

	1918–19			1919–20		
	Male	Female	Total	Male	Female	Total
Naturalized	139	91	230	93	66	159
First papers	159	29	188	85	27	112
Aliens	172	40	212	107	53	160
Natives	272	128	400	257	348	605
Totals	742	288	1030	542	494	1036

TABLE IV

AFTERNOON AND EVENING CLASSES

	1916–17	1918–19	1919–20
For 20 weeks	175	212	372
For 16 weeks, less than 20	143	151	187
For 12 weeks, less than 16	105	168	140
For 8 weeks, less than 12	130	177	128
For 4 weeks, less than 8	132	124	122
For less than 4 weeks	153	198	87
Totals	838	1030	1036

The following table shows the distribution of enrollment according to Status of Citizenship for years 1918–19 and 1919–20. (See Table No. III on opposite page.)

Most of the aliens given in the above table have since the time the data was collected declared their intention to become citizens of the United States of America. Seventy aliens out of the above received papers in time to be eligible to take examination for United States Department of Labor certificate.

The following table shows the distribution of enrollment according to membership in classes for number of weeks. (See Table No. IV on opposite page.)

Afternoon and Evening Classes

The academic classes were not as popular this year as last year. These classes, however, have been doing very fine work. I was agreeably surprised to learn that a large number of the young men enrolled in these classes were preparing for civil service examinations. By far the largest number attending the academic classes are males between the ages of 16 and 21 years. The new course of study mentioned in another part of this report should offer sufficient inducement for a larger number of young men and women who have not had the opportunity to finish the grammar school course, to enroll next year as students in the academic classes.

Three Manual Training Centers were open in the evening during the last year 1919–20. The exhibition of work done in this department, held in the various centers at the close of the schoool term showed that this line of work is meeting with a very popular demand and should be continued. The Manual Training teachers are to be commended for the excellence and character of their work. It seems to me that no young man can afford to miss the opportunity and privilege of attending, for at least one term, a class in Manual Training.

The most popular course in the evening schools last year was the Domestic Science Course, particularly the subject of sewing. 293 ladies between the ages of 16 and 50 attended these classes. This large enrollment, I believe, is primarily due to your very wise selection of teachers for this department. In the sewing classes, every conceivable piece of ladies' wearing apparel was made by the students in this department last year. The cooking classes have measured well up to the recognized standing for such

classes. Eighty young women in this department were present every evening during the term.

The following table will show the distribution of enrollment according to age for the evening school and afternoon classes.

Evening Schools (Grade)

	Number 1916–17	Total	Number 1918–19	Total	Number 1919–20	Total
Between 14 and 16.....	210	25.06	198	20.53	193	19.87
Between 16 and 21.....	364	43.43	286	29.64	395	40.29
Between 21 and 25.....	109	13.01	81	8.40	126	12.84
Between 25 and 30.....	81	9.66	123	12.75	128	13.05
Over 30.....	74	8.83	276	28.61	129	13.15
Totals	838	100.00	964	100.00	971	100.00

Afternoon Classes

	Number 1916–17	Total	Number 1918–19	Total	Number 1919–20	Total
Between 14 and 16.....	No data		....	.....	1	1.54
Between 16 and 21.....	....	.....	3	4.54	2	2.08
Between 21 and 25.....	....	.....	6	9.08	7	10.78
Between 25 and 30.....	....	.....	15	22.70	14	21.56
Over 30	....	.....	42	63.48	41	63.14
Totals	....	.....	66	100.00	65	100.00

The evening grade schools and afternoon classes under your wise and constant direction have great promise for the future. The special interest you have shown this year as well as in former years is appreciated far more than you realize. We hope that this interest will continue, and that the evening schools and afternoon classes will continue to fill an evident need for the city of Scranton.

Respectfully submitted,

THOMAS FRANCIS,
Supervisor of Grade Evening Schools.

Address by S. E. Weber, Superintendent of Schools, Scranton, before the Pennsylvania Branch of the National Congress of Mothers, Lebanon, Pennsylvania, October 4, 1919:

THE KINDERGARTEN AS AN AMERICANIZER

Thru the child the race speaks a universal language. The child is the Rosetta Stone which reveals the interests common to humanity everywhere. No other bond of national unity can be found, to bind together indissolubly all the racial elements in our minds. In the presence of the child, race, language, customs, traditions, prejudices, and beliefs must take a secondary place. In our present discussion the child is the basis of our program of Americanization.

Non-English-speaking parents may not sense the significance of what we mean by Americanisms (I am not altogether certain whether we know ourselves) and they may even seem to be indifferent to its appeals, but they are vitally interested in their own children and in such fundamental considerations as those of home, love, sympathy, food, shelter, health, work, leisure, and companionship.

These are the instinctive longings of the human heart. Fortunately these instincts are not confined to Americans. But may I pause long enough to say that the highest and noblest ministrations to these needs reflect to the best advantage the spirit of America?

My first appeal then is for us to approach our problem on these common grounds rather than on the more or less obscure definition of Americanism. By reason of such obscurity in the mind of the immigrant our efforts to reach him have often been hindered and sometimes defeated. He has been suspicious of our motives.

Lack of tact on the part of some of those in charge of food-conservation meetings served to widen the gap of group relationships instead of closing it. Instances are known where whole assemblies disbanded for fear of becoming entrapped. Largely for the same reason chairmen of health bureaus and better-housing committees, compulsory school attendance officials have to wear the badge of the law to gain access to many of the homes of the unnaturalized. As long as results have to be gotten thru compulsion rapid headway need not be expected. The rule of force must give way first to the knowledge of a common purpose and a mutual effort to achieve that purpose.

Nor does the mere use of the American language assure the accomplishment of our subject. Language is but a necessary

means of communication. English is the adopted tongue of this nation. It is the language of the street, the market-place, the press, the pulpit, the forum, the book and the magazine, the public school. This being the case, of course we hold its use indispensable in the Americanization movement. Let us not think of language as the chief end of our efforts — and thus put in our own path an unnecessary obstacle by seeking to deprive the immigrant of the language he brings to this country. If the ability to use the English language were a sure guaranty of loyalty to this government and its basic institutions, the bolshevist and the anarchist would be compelled to remain strangers to it.

Nor is the naturalization an unfailing guaranty. The war has shown that men may use the cloak of naturalization as a ruse to betray their adopted country. Nor even is public demonstration of patriotic fervor. Native-born Americans have been known to boast of their loyalty in public and in private to thrust their poisonous daggers into the very vitals of our basic institutions, or they may be the very ones who are guilty of defrauding an unsuspecting neighbor or even blatantly looting the public treasury or the American ballot box. Such men are not only un-American, but they are a thousand times greater menace than any illiterate immigrant. No, Americanism is made of sterner stuff than their ilk ever dream of. If such were Americans, it would be high time for us to take steps to Americanize Americans.

Then why attempt to rob the immigrants of all they hold dear — language, customs, racial traditions, religious beliefs? Where did the spirit of America have its birth, if not in the hearts of the pioneer immigrants to America?

Let us assume that they are Americans at heart, striving for the attainment of the ideals which prompted them to come to America, such as life, liberty, and the pursuit of happiness. Their aspirations in coming, like those of our forbears, centered about freedom from oppression, freedom of thought and speech, opportunity to rise in the economic, social, and political life of the new land, equality to develop to the full capacity. What they need now is the environment to enable them to realize even more than their most cherished hopes. That environment must have the immigrant's home as the center.

John Fiske made the whole world his debtors by pointing out that the dependence of the human child during the period of infancy makes necessary the monogamic family, a home presided

over by a solicitous father and mother who keep and guide their own offspring to maturity. Such a home makes for morality, decency, social stability, government, and even religion.

Wherever the public kindergarten exists, there the first opportunity presents itself to make the point of contact with the immigrant's home. The kindergartner seeks it out with a view to garnering the children of kindergarten age. Fortunately no compulsory school law reaches so low an age level. A sufficient number of kindergartens of the right type go far to make a compulsory school law in force at a later age of childhood a dead letter in most cases. Four years of practise in sending children to school regularly make most parents unconscious of the operation of the law when the child reaches its eighth birthday. The law is then doubly effective because both the letter and the spirit are observed.

The kindergartner has the advantage over the grade school teacher in that she seeks to establish personal relationship in the home while the mother's care is most closely knit to the welfare of the child. In Pennsylvania almost half of the children in our public schools come from the homes of immigrants. If kindergartens were generally established in the Commonwealth many of the children likely to attend parochial schools later could also be reached and given the benefit of kindergarten training.

Out of 100,000,000 inhabitants in the United States, 25,000,000 are of alien parentage. Think of what service the kindergartner can be to the alien mother who may not know how to care properly for her offspring in our congested American cities! Or if the kindergartner is not in position to render the necessary assistance, she can report the case to the district nurse association, to the department of health, the associated charities, or to some other public agency.

Most of these mothers came from rural sections, in the open country, where sunshine, pure air and pure water could be had in abundance. To many of them the white plague was unknown. Today more than 300,000 children perish annually in the United States during the first year of infancy — six times our losses in the World War. The great mass of these belong to non-English-speaking homes, where the parents, three to nine children, a half-dozen or more boarders occupy two, three, or more seldom, five rooms.

Bringing the children of such immigrants into the kindergarten is the initial touch of the immigrant home with the most potential Americanization agency among us. The children have no difficulty in learning to speak the common language, to practise American customs, to participate in all the group activities of American children. As soon as we reach the child we reach the mother also. If we fail to link her permanently to us and the one great institution which includes all in its scope of operation, we have failed in taking advantage of an opportunity to reach her most effectively.

Systematic visitation at the homes of kindergarten children is a prime necessity. Common counsel is needed to care properly for the kindergarten child. Exchange of ideas between teacher and mother is mutually helpful. Regularity of attendance, food, sleep, health, and play furnish an ample program. Home visits should gradually be supplemented by the mothers' monthly group meetings.

The mothers in these alien homes are oftentimes timid and diffident. They shrink from the public gaze. Their language forces them into shyness and seclusion. The husband and children have had advantages to make contacts with American life which have been denied to them. The kindergartner is in position to remedy such a deplorable situation. She has their confidence. She is in position to teach them the same language their children learn in school and on the street, to read the books their children read in the primary grades, to write a friendly letter or a business letter, to make out a check or a money order, to consult reliable sources of information, to do their shopping in the American language, how to buy their wearing apparel in good taste, how to throw off characteristics which serve to make them conspicuous in the presence of others. Above all, the kindergartner can assist the mother to maintain the respect of her husband and children. The instruction given will open the way for the mother to attend afternoon classes conducted in the kindergarten room by the kindergartner or to accompany her husband to an evening class open to both men and women.

In a kindly way the kindergartner can point out to the mothers in immigrant families the necessity of covering and destroying garbage, exterminating the deadly fly and filthy vermin, the guarding of milk and other food against contamination, the sanitary disposing of sewage, protecting the water supplied to the

family, clearing the yard, road, and neighborhood of broken glass, rusty nails, and cans.

These women ought to be informed by the kindergartner what steps their husbands need to take to become naturalized so that they may urge them to apply for their naturalization papers. Every immigrant home will welcome the kindergartner who can advise them how to secure reliable medical assistance, widow's pensions, damages under the compensation law, trustworthy legal advice, the services, of an honest undertaker, places to make safe investments.

In the mothers' meetings held in the school-buildings the foregoing items and others of similar import can be taken up first and then the time can be pleasantly and profitably spent on stated occasions by reviving some of their foreign customs of dress, food, music, or of some other phases of common interest. In this way the mothers' meeting becomes a clearing house for the exchange of ideas between them as well as the opening wedge for the tactful introduction of approved American customs. Gradually a few tactful American women should be suggested as members of these meetings with a view to further social adaptation and amalgamation.

The process of social amalgamation is slow. It is not perfected by a few pink-tea calls. Everything that is worth while takes time to develop.

The kindergarten teacher can render large service to the immigrant mother in helping her plan for the education of her children, in showing the advantages of keeping the children in school regularly, and of having them continue their studies, in keeping her informed on the kinds of employment available for her children, and in advising her on the care to be exercised in the choice of clean-thinking companions for her children; in brief, in lending a helpful, sympathetic hand for the solution of any perplexing problem.

Who would have been so rash ten years ago as to predict the serious discussion of the topic you have seen fit to assign to me on the program in the year 1919? And yet I make bold to say that the future use of the kindergarten as a potential Americanization agency will make for its early establishment as a part of every public school system in every state and community with large numbers of non-English-speaking residents. To discuss the

topic of Americanization is to urge the extension of the public kindergarten to such communities.

There are still to be found many well-intentioned folk who are unable to justify the expenditure of public funds for the maintenance of public kindergartens. If it can be demonstrated to them that the kindergarten is the most effective means of assimilating non-English-speaking mothers, as well as the children of non-English mothers, their opposition will disappear.

The children in the grade schools are soon so completely Americanized that you can not distinguish them from the children of native-born. Admitting them to the public kindergarten one or two years earlier than they are now admitted to the first grade only serves to hasten the process, with the added advantage that the mother also becomes a part of American life during the process.

S. E. WEBER.

Scranton, Pa.

NOTE ON CHAPTER XXXVII

South Carolina

Letter from J. E. Swearingen, State Superintendent of Education, Columbia, October 18, 1920:

> "South Carolina is using every energy to create and develop her citizenship.
>
> "Few foreigners come among us. Illiteracy among the whites has been greatly reduced. Unluckily illiteracy among the negroes is still too prevalent. An energetic campaign is under way to remove illiteracy from all our population."

Note to Chapter

NOTE ON CHAPTER XL

Texas

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1. El Paso

Letter from A. H. Hughsey, Superintendent of Schools, November 10, 1920:

> "The census figures for El Paso's population are 87,000 exclusive of the Smelter Settlement of about 6,000 population and of Fort Bliss.

"As to the number of people of foreign birth in El Paso and their nationality, I would estimate it to be about 25 per cent, more than 9/10 of whom are Mexicans.

"They are employed mainly in the cheaper grades of labor in practically all industries of the city.

"The city public school system supported by city and state funds provides day schools for all children, of course. The school system also operates three night schools, one of which is entirely for teaching English to Mexicans and such Americanization as naturally accompanies this work. This night school does not reach more than four to six hundred in enrollment, and it is difficult to persuade Mexicans to take out naturalization papers in this country. We are willing to provide night school instruction for all people of foreign birth who can be induced to attend.

"I do not know of any industries which are conducting Americanization work. There are many church schools and mission activities which are taking up work that could be considered Americanization. For example, the Lydia Patterson Institute of this city is exclusively devoted to Mexican pupils.

"The foreign elements in El Paso which are not Mexican are so small as to be lost in the general population. That is, they merge with the remainder of the population except for a Chinese element and a small group of Syrians. The Mexican who comes here from Mexico generally expects to return. Very little headway is possible toward making American citizens of them.

"I do not know of any new activity to recommend for El Paso in the way of Americanization."

2. Galveston

Letter from John W. Hopkins, Superintendent of Public Schools, November 5, 1920:

"The number of foreign-born people in Galveston is not great, and there has been little or no immigration since 1914. We maintain, in connection with our public schools, a night school for foreign-born students of any age. We have enrolled in this night class from ten to forty people who cannot speak English. The present enrollment is

twenty-two. These people are Mexicans, Italians, and Russian Jews; a few other nationalities are represented.

"Galveston is not an industrial center. The business of Galveston is done almost exclusively on the water front, and the labor employed is largely negro labor. The people who have entered this port in years past from foreign countries, proceed inland to other points in Texas, and to the States north and west of us. The Americanization problem in Galveston is not one of great importance, and is being taken care of in the manner above mentioned."

3. San Antonio

Letter from Jeremiah Rhodes, Superintendent of Schools, November 5, 1920:

"The population of San Antonio is 161,803, United States census. We have over 40,000 Mexicans here, most of whom, are foreign-born. We have a few other foreign-born. We have about 25 per cent native-born citizens of German descent; a few French, Italians, Poles. We have fully 10,000 negroes, if not more; not nearly all of them attend school. We have approximately 3,000 negro children enrolled in our public schools; and a few attend private and parochial schools.

"Most of the Mexicans and negroes work on farms, ranches, and doing rough work in the city. Native Mexicans speaking English, work as truck drivers, in factories — (which use a number of Mexican girls)— and some are clerks. These are generally educated in the public schools, although they hardly ever go any farther than the seventh grade; and adults have opportunity in the night schools for learning English and the English branches.

"There are the usual community centers, conducted by different organizations — Y. M. C. A., Y. W. C. A., Jewish Associations, and National Catholic Welfare Association.

"Americanizataion work is carried on in our public schools, especially in our Mexican districts. We do not segreate the Mexicans, but there are a number of our schools where the enrollment is nearly purely Mexican. We are accomplishing a good work in these particular schools and find the Mexicans make good citizens. Of course our greatest

problem here is the Mexican as we have more of them than any other nation. The Chamber of Commerce also conducts Americanization work; and we have an Americanization Society here."

NOTE ON CHAPTER XLII
Vermont

1. Montpelier

Letter from S. C. Hutchinson, Superintendent of Schools, November 1, 1920:

"We do not have a large number of foreigners — what we do have are mostly Italians. There are some Spaniards. They are employed mostly in the Granite industry. The local churches and Women's Club and Public Schools have made various attempts to offer instruction, but they have never been very successful. We need either a strenuous campaign for attendance or a compulsory education law for non-English-speaking foreigners."

NOTE ON CHAPTER XLIII
Virginia

1. Richmond

Letter from A. H. Hill, Superintendent of Schools, November 2, 1920:

"We have nine Americanization classes with one hundred and thirty-two pupils. Many of these are just learning to read and write English, though we have two advanced classes who are studying Civics and History and expect to take out their second papers next spring.

"The number of foreigners with us is comparatively small, and they do not constitute any very large problem. We are offering courses to all in need of them."

NOTE ON CHAPTER XLIV
Washington

1. State Activities

Letter from Josephine Corliss Preston, State Superintendent of Education, Olympia, September 18, 1920:

"The American Legion is doing much fine work in this state in training aliens for citizenship. A plan has been worked out involving training classes of applicants by the last preceding class of naturalized citizens under the auspices of the Legion."

2. Seattle

Following is a report on Americanization work of the Seattle Public Schools, submitted by S. E. Fleming, Vocational Director of Education, November 17, 1920:

The first attack of the Americanization problem by the Public Schools has been to ascertain the facts. An Americanization census has been taken for the past two years in May in connection with the regular census. This census ought to be unusually accurate because it is made with a grammar school district as the unit and by an enumerator residing in the district in which he works with the cooperation of the principals and teachers of the school.

The language used in the home has been the basis of the census. In the 1920 census 1,850 homes were found in which a foreign tongue was used exclusively. One thousand four hundred and forty-one were counted as using both English and a foreign language. In 319 homes the services of an interpreter were required to get the information desired.

Segregated by racial groups the figures are as follows:

Armenian	13	Greek	16
Austrian	46	Hebrew	36
Arabic	1	Hungarian	1
Assyrian	2	Icelandic	11
Belgian	37	Indian	1
Bohemian	13	Irish	4
Czech	2	Italian	555
Chinese	78	Japanese	525
Croatian	7	Jewish	197
Danish	42	Jugo-Slav	1
Dutch	28	Korean	1
Filipino	3	Lettish	3
Finnish	98	Lithuanian	42
Flemish	4	Norwegian	340
French	80	Polish	55
German	248	Russian	97

Slavonian	22	Swedish	487
Scotch	4	Syrian	14
Serbian	11	Welsh	10
Spanish	155	Yiddish	1

The largest number in any one grammar school district is 399 in the Oriental section of the city. Four other districts show 225, 221, 151 and 125. In each of the remaining 71 districts there are less than 100 with two as the minimum for any district.

Intensive work is being done in two districts where the figures indicate the need to be the greatest. A teacher is employed to visit in the homes and to teach classes for the mothers in each school twice a week. She conducts classes in the homes whenever she can get a neighborhood group together.

The principals have been given the names and addresses of the homes in their districts in which a foreign language is used. An effort is being made to get the members of the Parent-Teacher Associations to assist in visiting the homes. Wherever a group of mothers can be gotten together, classes are organized, meeting in the afternoons. Intensive visitation, however, has been found to be absolutely necessary to establish and keep up interest in such classes.

Last year a total of 108 mothers were enrolled in afternoon classes in three grammar school districts. Classes are in operation in two districts this year with preliminary home visitation work being done in three others.

Evening school classes form an important part in the program of the Seattle Public Schools the same as in all other cities. Eight different centers are maintained where English for Foreigners' classes are conducted. These classes enrolled a total of 127 last year. They are conducted for six months in seven centers and all the year round in one center.

There is the closest co-operation between the schools and the naturalization office to reach applicants for citizenship. Pupils in the high school civics classes carry an invitation to attend the Americanization classes to all who file for citizenship papers. A diploma is issued jointly by the Bureau of Naturalization and the Public Schools to petitioners who complete the civics course for new citizens provided in the evening schools.

NOTE ON CHAPTER XLVII
Wyoming

1. State Activities

Letter from James R. Coxen, State Director for Vocational Education, Laramie (formerly State Superintendent), October 25, 1920:

> "Nothing has been done in Wyoming during the past two years with regard to the education of adults and of minors over 16 years of age so the information which you have on the subject is probably accurate and complete.
>
> "We are hoping to secure from our State legislature in January assistance for two new lines of educational work; one for evening class work among aliens, and the other a compulsory part-time law providing for attendance at part-time schools of five hours per week of young workers between the ages of 14 and 18 years."

2. Casper

Letter from A. A. Slade, Superintendent of Public Schools, October 20, 1920:

> "Last year in this State, classes in Americanization work were held in a few places at local expense. There were seven such classes in Rock Springs, with an enrollment of 125; two of these classes were for women. The average attendance of these classes was 81 per cent for a period of three months.
>
> "At Hanna, some excellent work was done, also, as well as at Sheridan, Kemmerer, Sun Rise, and a few other places.
>
> "Wyoming has more than 25,000 people of foreign birth and parentage.
>
> "We are hoping to be able to do more this year than last. You will note that I am no longer in the office of Commissioner of Education. I shall endeavor to have a class in Americanization in Casper very soon."

ADDENDUM

SECTION III

NOTE ON IMMIGRANT EDUCATION IN CANADA

On the whole, the Education Laws of Canada are not so progressive nor so constructive as those in the United States; but it must be remembered, of course, that the problem in Canada is not so acute. In the first place, the total population of the Dominion is approximately the same as the number of illiterates in the United States. In the second place, Canada has immigration laws which permit the control of immigration based upon the needs of the country, so that the provisions for assimilation can easily keep pace with the influx of immigrants.

While there is nothing in the laws of Canada nor in the Canadianization programs which have come to the attention of the Committee which is unique enough to warrant us to advise adopting it, we give below the outstanding facts bearing on common-school and immigrant education, as given to the Committee by the Departments of Education of the various provinces.

COMPULSORY EDUCATION LAWS FOR MINORS

The question of Compulsory Education Laws in Canada is under the jurisdiction of the several provincial governments. Much as in the United States it is left to the legislations of the various provinces. Ontario has on the whole the most comprehensive laws although the School Attendance Act and the Adolescent Attendance Act were approved only last year and do not go into effect until 1921. The Act under enforcement at the present time provides only for the compulsory attendance of children between the ages of 8 and 14 years. The School Attendance Act, however, makes full-time attendance compulsory for all children under 16 years while the Adolescent Attendance Act requires further, the part-time attendance of adolescents between 16 and 18 years and carries a provision prohibiting the employment of any person failing to comply with these requirements. In Alberta the law provides compulsory education only from 7 to 15 years; in New Brunswick, from 6 to 16 years; Nova Scotia makes attendance compulsory from 6 to 16 in towns and cities, but optional in rural districts; in British Columbia it is compulsory between

the ages of 7 and 14. Quebec has no compulsory education law although there are some restrictions upon employers of labor in regard to employing minors under 16 years without education.

LAWS FOR ADULT EDUCATION

There are practically no special provisions for the education of immigrants and no laws for compulsory adult education. Mr. F. C. Blair, Secrtary of Immigration and Colonization in Ottawa says in a letter of October 27th:

> "I am afraid we have no organization which has undertaken the solution of the problem of the assimilation of the immigrant. Canada, however, has had for many years a well defined immigration policy for the encouragement of immigration; not indiscriminate immigration but rather the immigration of agriculturists and domestics and these are only brought from countries who are believed to supply the class of immigrants most easily assimilated and most likely to make good in Canada."

The Canadianization of the immigrant has been left very largely to the school system of the various provinces and to private organizations of various sorts which through night schools and social settlement work have sought to reach the adult alien. The Superintendent of Education in Quebec says:

> "There is no special provision for the education of immigrants. The majority who remain in this province after their arrival at Quebec are found in the city of Montreal. The Jewish children, who form the great bulk of the immigrants, are at once enrolled in the Protestant schools of that city." . . .

Ontario and British Columbia provide for the establishment of night schools at the discretion of the Provincial Boards, which shall admit any pupils who prove themselves competent to take the courses offered. These courses are selected curricula of the day high schools, and pupils with the endorsement of the principals are free to select their courses. It can readily be seen that the weakness of this system lies in the fact that it does not reach the really ignorant or illiterate class, for whom education is most essential. In New Brunswick also the Board of Trustees may establish evening schools, open and free to pupils between 13 and 20 years of age, and may admit persons over 20 upon the pre-

payment of a tuition fee and subject to similar academic requirements as in Ontario and British Columbia. This law is subject also to the same criticism. Superintendent Mackay of Nova Scotia, in a letter of November 16, 1920, says:

"We have technical evening schools in cities and towns, and mining and engineering schools in mining centers."

Alberta has the most constructive law. In a letter of November 9th, G. Fred Nonally, Supervisor of Schools, says:

"Our policy for promoting education amongst foreign-born people has four special features.

(a) "*Specially trained teachers.*

1. "Special lectures are given in the Normal Schools on teaching English to pupils whose native tongue is other than English.
2. "Special free courses are given in our Summer School for Teachers to those teachers who are willing to give two years' service in these schools. A description of these courses will be found on pages 41 and 42 of the accompanying announcement.

(b) "*Two-room schools.*

"In most of our rural districts of non-English peoples the school population is too great for one teacher. The Department has prepared plans for two-room schools for such districts and gives special grants towards the equipment of his second room, provided the room is equipped to serve as a community center and doubles the ordinary grant to the teacher employed in the second room. This plan has been adopted in lieu of consolidation, which has not been successful in these districts, because of the cost of transportation. (See Section 3, Page 99 of Consolidated Ordinance.)

(c) "*Teachers' residences.*

"Our rural non-English population lives in almost solid areas. Facilities for boarding the teachers do not exist, so the Department assists the district in building residences for the teachers.

(Section 3(m) Page 100 of Consolidated Ordinance.)

(d) "*Night Schools.*

"There are 25,000 adults in the province unable to speak English. The Department encourages the organization of night schools everywhere and establishes them itself where the school board is unwilling to act. We have no compulsory law yet as to attendance of adults. We expect that the special authority conferred on this department by that section (i. e., 141 of School Attendance Act, 1919) will enable us to extend the night school service for adults to practically every rural district."

Teachers' Qualifications

The qualifications for teachers are similar to those in the United States. In Ontario, Alberta and the Protestant schools of Quebec, teachers are required to be British subjects, of good moral character and at least 17 years old. British Columbia and New Brunswick require certificates of good moral character and fitness to teach while the remaining provinces apparently confine their attention to academic training.

National Flag and Patriotic Exercises

In every province national flags are provided for every school house, which must be flown on holidays and hung in the school room on other days. Each province has its own programme for the ceremonies pertaining to the salutation and care of the flag.

Empire Day

The last school day before the 24th of May is known as Empire Day and set aside in every province for patriotic exercises. These exercises include essays on the greatness of resources, etc., of the British Empire, patriotic speeches and songs and other exercises which the teacher of the Board may prescribe.

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